



Star

## STAR ACADEMIES

*Nurturing Today's Young People, Inspiring Tomorrow's Leaders*

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY CO-ORDINATOR (SENDCO)

## JOB DESCRIPTION

### JOB PURPOSE:

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

### JOB SUMMARY:

1. Develop and oversee the implementation of the school's SEND strategy and policy.
2. Carry out assessments of pupils with SEND to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents.
3. Have a clear commitment to inclusive practice, high expectations for pupils with SEND, and ensure statutory duties under the Children and Families Act (2014) and SEND Code of Practice are fully met.
4. Work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans.
5. Provide regular updates on pupil progress through written reports and meetings with parents.
6. Make referrals and liaise with professionals outside of the school.
7. Provide advice, guidance and training to classroom teachers on supporting pupils with SEND.
8. Support teachers to develop schemes of work and learning programmes for pupils with SEND.
9. Support teachers to develop and implement effective teaching and behaviour management approaches in the classroom.
10. Develop and maintain systems for keeping pupil records, ensuring information is accurate and up to date.
11. Ensure SEND provision is ambitious, inclusive and focused on securing strong academic, social and wider outcomes for pupils with SEND, aligned to the school's curriculum intent.
12. Lead the quality assurance, evaluation and review of SEND provision to ensure strategies are evidence informed and demonstrate clear impact.
13. Act as the professional lead for statutory compliance, early identification of need and effective implementation of the graduated response (Assess-Plan-Do-Review).
14. Provide strategic leadership and oversight for inclusion.

## **KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

### **1. Strategic Direction and Development of the School**

- 1.1 Provide inspiring and purposeful leadership for the pupils within a caring and secure environment.
- 1.2 Work in partnership with the Principal, Senior Leadership Team, Local Accountability Board, Trust, staff, pupils and parents in generating the ethos and values which underpin the school enriched by mutual care and respect extending into the local community.
- 1.3 Ensure SEND priorities are explicitly embedded within whole school improvement planning, curriculum development and inclusion strategy.
- 1.4 Promote and deliver the priorities and policies of the school by contributing to School Improvement and Development Planning, by consistently and persistently implementing agreed policies and initiatives and adhering to the school's ethos within and beyond the school.
- 1.5 Liaise as required with a range of educational partners, internal and external, to underpin the raising of pupil attainment.
- 1.6 Support the school's home and community liaison work through the appropriate participation in events.
- 1.7 Provide strategic leadership through SEND workshops for staff, ensuring the SEND policy is effectively implemented and embedded across the school.
- 1.8 Support the design and delivery of high-quality Continuing Professional Development (CPD), and lead aspects of CPD delivery to support the implementation and success of the Trust's 'All Star Succeed' and 'Inclusion' strategy.
- 1.9 Contribute to the school's preparedness for Ofsted inspection, including confidently articulating the quality and impact of SEND provision.
- 1.10 Provide regular evaluative reports to governors and Trust leaders that focus on outcomes and impact, not process alone.
- 1.11 Work within the overall aims and objectives of the school.

### **2. Leadership**

- 2.1 Take a strategic lead in developing and evaluating SEND practice in school and coordinating the operation of the school's SEND policy.
- 2.2 Champion SEND as a whole school responsibility, ensuring classroom teachers retain responsibility for the progress and outcomes of pupils with SEND.
- 2.3 Attend Senior Leadership Team (SLT) meetings and daily morning scrum meetings to review SEND and Inclusion priorities, pupil progress, safeguarding, operational updates and contribute to whole-school strategic decision-making.
- 2.4 Lead and deploy Teaching Assistants to hold defined key responsibilities in the effective management and delivery of SEND and Inclusion provision across the school, ensuring clarity of roles, accountability, and high-quality support for pupils with additional needs.
- 2.5 Take a strategic lead in developing the quality of teaching and learning to meet the needs of SEND and other vulnerable pupils.
- 2.6 Hold strategic responsibility for leading and overseeing the development of inclusion.
- 2.7 Lead on the development and delivery of the 'school offer'.

- 2.8 Hold staff to account through coaching, challenge and support to secure consistently inclusive classroom practice.
- 2.9 Provide strategic and operational leadership of the SEND Team.
- 2.10 Organise and performance-manage the work of the SEND Team, consisting of SSAs and Learning Mentors.
- 2.11 Uphold Trust Quality Standards for SEND.
- 2.12 Develop and deliver the SEND Policy of the school.
- 2.13 Lead the recruitment of support staff to enhance support of pupils with special educational needs.
- 2.14 Lead the provision mapping of the school to describe and quantify support given to pupils.
- 2.15 Organise the training of all staff to support the learning of pupils with special educational needs and complex needs.
- 2.16 Maintain all records relating to SEND in a confidential manner.
- 2.17 Lead the development of Teaching Assistants and Higher-Level Teaching Assistants.
- 2.18 Support teachers in their classroom provision and planning for pupils with special educational needs.

### **3. Management of Pupils**

- 3.1 Strategic lead to enable the accurate assessment of SEND needs and identify barriers to achievement.
- 3.2 Ensure early identification of need and robust application of the graduated response (Assess–Plan Do–Review).
- 3.3 Systematically analyse SEND and vulnerable pupil data to identify underperformance and gaps, leading strategic interventions and actions to secure accelerated progress.
- 3.4 Strategic lead to track the progress of SEND and other vulnerable pupils, including pupil premium, to secure strong progress.
- 3.5 Ensure assessment and reporting on the progress of SEND pupils is both regular and robust.
- 3.6 Ensure that work for SEND and vulnerable pupils is accessible and that feedback has an impact on progress.
- 3.7 Coordinate the support provided to pupils with special educational needs.
- 3.8 Contribute to Education Health Care Plans / Individual Educations Plans, statutory assessments and statement procedures for pupils with additional needs.
- 3.9 Develop and maintain an SEN register of pupils, signposting support and reviewing its impact.
- 3.10 Ensure pupils' needs are met effectively whether or not they have an Education, Health and Care Plan (EHCP), and that support is not delayed by statutory processes or thresholds.
- 3.11 Ensure high challenge, inclusive curriculum pathways for all pupils, including those with SEND and high prior attainment, through adaptive teaching and curriculum design rather than separate tracking alone.
- 3.12 Develop and manage a rewards' system for pupils with special educational needs.
- 3.13 Develop, organise and manage withdrawal and intervention provision for pupils with special educational needs.
- 3.14 Provide leadership for coordinating the intervention provision for SEND and vulnerable pupils.
- 3.15 Provide leadership and management of an alternative curriculum for pupils with additional needs.

3.16 Establish and manage an ESM Support group to monitor and support vulnerable pupils.

#### **4. Management of Resources**

- 4.1 Be responsible for the school's designated SEND budget to ensure effective curriculum access for SEND pupils.
- 4.2 Ensure SEND funding and resources are used strategically, transparently and demonstrate value for money through improved pupil outcomes.
- 4.3 Make best use of all resources to support the attainment of pupils.
- 4.4 Assess needs and priorities in accommodation, advising the Principal on the optimum use of existing rooms as well as future requirements.
- 4.5 Plan and administer the development and storage of equipment, books and other resources.
- 4.6 Advise on security needs of the department and keep a record of stock and equipment.
- 4.7 Supervise the departmental area, fabric, facilities and resources.
- 4.8 Assess all areas of responsibility from a Health and Safety viewpoint in liaison with the Business Manager.
- 4.9 Ensure that departmental rooms present stimulating environments which help to influence pupils' attitudes positively towards the subject.

#### **5. Planning and Development**

- 5.1 Support all staff to ensure that SEND pupils achieve as well as their peers.
- 5.2 Ensure staff have the knowledge and skills to support SEND pupils and families to achieve strong outcomes.
- 5.3 Ensure pupils are accurately assessed so that barriers to learning do not result in challenging behaviour.
- 5.4 Advise and support teachers to develop good behaviour or learning strategies.
- 5.5 Monitor incidents of SEND and vulnerable groups to plan for any concerning trends.
- 5.6 Advise, monitor, coach and challenge teaching and support staff to develop the knowledge and skills to challenge but provide inclusive learning opportunities for SEND and vulnerable pupils. Develop CPD strategies related to SEND.
- 5.7 Plan and co-ordinate the work of the staff in the Department and disseminate information efficiently.
- 5.8 Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching.
- 5.9 Keep abreast of current developments in SEND and adapt school offer as appropriate.

#### **6. Monitoring and Evaluation**

- 6.1 Strategically lead aspects of the school's self-evaluation and improvement plan to ensure the needs of SEND and vulnerable pupils are met.
- 6.2 Monitor and evaluate access and inclusion provision for pupils with special educational needs on a regular basis.

- 6.3 Evaluate provision using a wide range of evidence including progress data, attendance, behaviour, pupil voice, parental feedback and work scrutiny.
- 6.4 Use evaluation findings to adapt, discontinue or scale provision based on impact.
- 6.5 Analyse and interpret relevant national and school data to inform policies, practices and teaching methods.
- 6.6 Monitor and evaluate the effectiveness of SEND provision.
- 6.7 Involve and coordinate outside agencies in SEND provision and evaluate this provision.
- 6.8 Prepare a SEN Information Report annually on the effectiveness of the SEND policy and practice.
- 6.9 Prepare intervention impact reports, including summer school, catch up, pupil premium.

## **7. Communication and Liaison with other Colleagues**

- 7.1 Liaise effectively with external agencies, such as the complex needs' service, and parents/carers of pupils with special educational needs.
- 7.2 Liaise with the Governor SEND lead to ensure statutory information is regularly updated and evaluated.
- 7.3 Work collaboratively with a range of internal and external stakeholders, including school leaders, teachers, support staff, parents/carers and external agencies, to promote the effective implementation and ongoing evaluation of the school's SEND and inclusion policy.
- 7.4 Submit reports regularly for a wide range of audiences to update them on progress relating to SEND.
- 7.5 Liaise effectively with primary schools during transition to support the transition of pupils with special educational needs.
- 7.6 Liaise with other schools, post 18 education providers and local employers where appropriate.
- 7.7 Represent the department or the school in appropriate meetings.
- 7.8 Ensure the line manager and Principal are informed on all issues concerning the department.
- 7.9 Liaise with the business support team in all matters concerning administration, health and safety and external agencies.
- 7.10 Liaise with the pastoral team in respect of pupil records, rewards and sanctions.
- 7.11 Liaise with the examinations team in issues relating to external examinations.
- 7.12 Maintain effective relationships with other middle and senior leaders in the school.
- 7.13 Maintain appropriate links with teaching colleagues in all sections of Star schools.
- 7.14 Ensure that information relevant to SEND is on the school website.

## **8. Communication with Parents and the Wider Community**

- 8.1 Ensure that parents/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning.
- 8.2 Promote co production with parents/carers, ensuring they are meaningfully involved in decision making, planning and review of SEND provision.
- 8.3 Provide information for parents about curriculum, attainment and progress.
- 8.4 Ensure that the department is represented at Consultation Evenings.
- 8.5 Oversee the departmental input to Personal Records for pupils.

- 8.6 Assist the pastoral support teams in preparing extra information for parents, when requested, on the attainment, progress and effort of individual pupils.
- 8.7 Develop effective links with the wider community, including business and industry, in order to extend the subject and enhance teaching and learning.

## **9. Other Responsibilities**

- 9.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 9.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 9.3 Contribute to the wider life of the Trust and the Star community.
- 9.4 Carry out any such duties as may be reasonably required by the Trust.

## **10. Records Management**

- 10.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

*This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.*



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### PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview / Task
<b>QUALIFICATIONS</b>				
1.	Degree and Qualified Teacher Status.	<b>E</b>	✓	
2.	Must have/currently working towards SENCO qualification.	<b>E</b>	✓	✓
3.	Evidence of Continuous Professional Development.	<b>E</b>	✓	✓
4.	Middle Management qualification.	<b>D</b>	✓	
<b>EXPERIENCE</b>				
5.	Track record of delivering 'outstanding' teaching.	<b>E</b>	✓	✓
6.	Experience of successfully working with challenging students.	<b>E</b>	✓	✓
7.	Experience of leading SEND practice within an inclusive mainstream setting where teachers retain responsibility for pupils with SEND.	<b>E</b>	✓	✓
8.	Experience of management where students with Special Educational Needs or vulnerable groups were included.	<b>E</b>	✓	✓
9.	Experience in working with external agencies.	<b>E</b>	✓	✓
10.	Effective management of people and team of professionals within a school setting.	<b>E</b>	✓	✓
11.	Use of data to plan and implement intervention strategies to raise academic performance.	<b>E</b>	✓	✓
12.	Developing and leading strategies to sustain whole school improvement.	<b>E</b>	✓	✓
13.	Leading the delivery of coaching and INSET sessions to support the professional development of others.	<b>E</b>	✓	✓
14.	Evidence of significant impact on students with special educational needs.	<b>E</b>	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview / Task
<b>ABILITIES, SKILLS AND KNOWLEDGE</b>				
15.	Ability to teach to GCSE standard.	<b>E</b>	✓	✓
16.	Understanding of strategies for meeting the needs of students with SEND.	<b>E</b>	✓	✓
17.	Strong understanding of adaptive teaching, inclusive classroom practice and curriculum access for pupils with SEND.	<b>E</b>	✓	✓
18.	Ability to articulate and evidence the impact of SEND provision to governors, trustees and Ofsted.	<b>E</b>	✓	✓
19.	A good, up to date working knowledge of the SEND code of practice and its practical application.	<b>E</b>	✓	✓
20.	Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets.	<b>E</b>	✓	✓
21.	Ability to develop and disseminate effective learning and teaching support strategies.	<b>E</b>	✓	✓
22.	Ability to communicate, verbally and written, with a range of people and groups.	<b>E</b>	✓	✓
23.	Knowledge of effective intervention strategies to raise attainment.	<b>E</b>	✓	✓
24.	Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes.	<b>E</b>	✓	✓
25.	Knowledge of the statementing process and the evidence needed and the funding support mechanisms.	<b>D</b>	✓	✓
26.	Ability to prioritise conflicting demands.	<b>E</b>	✓	✓
27.	Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively.	<b>E</b>	✓	✓
28.	ICT skills to develop, manage and report on performance data.	<b>D</b>	✓	✓
<b>PERSONAL QUALITIES</b>				
29.	A passionate belief in the school's mission statement.	<b>E</b>	✓	✓
30.	Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners.	<b>E</b>	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview / Task
31.	A strong belief in the value of education in developing citizens.	E	✓	✓
32.	Highly organised, literate and articulate.	E	✓	✓
33.	Highest levels of professional and personal integrity.	E	✓	✓
34.	Resilient, values driven and able to challenge practice appropriately to improve outcomes for pupils with SEND.	E	✓	✓
35.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders`.	E	✓	✓
36.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
37.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
38.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
39.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
40.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
41.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓