



# South Charnwood High School

*'encouraging excellence, valuing people'*



## **SENDCo**

### Information Pack



## SENDCo

**Post:** SENDCo

**Hours:** Full time

**Contract:** Permanent

**Start:** 6<sup>th</sup> January 2025

We are seeking to recruit an enthusiastic and inspiring SENDCO to our highly successful, over-subscribed 11-16 School. The post is open for applicants wishing for a full time role.

The Learning Support department that you would lead is ambitious and has a great track record of success for supporting its pupils. We will consider paying a recruitment allowance to a suitable applicant.

Are you:

- A leader or potential leader looking for the next challenge?
- A highly qualified practitioner with a love of supporting pupils?
- Confident and tenacious to support our young people to achieve the best academic outcomes?
- Highly organised and not afraid to make difficult decisions?
- Kind, caring and respectful who believes there is always a way and a solution?
- Committed to developing exciting learning for pupils of all abilities?

If so, we'd love to hear from you.

We can offer you the chance to develop in a school with:

- highly motivated, responsive pupils
- well-equipped departments
- a fantastically supportive team of colleagues
- a strong ethos of supportive professional development
- a sustained track record of success.

All documents including the full job description, person specification and application form are available on our website at [www.southcharnwood.leics.sch.uk](http://www.southcharnwood.leics.sch.uk)

Please ensure your application form and covering letter includes examples of your experience and how you meet the criteria outlined in the job description and person specification. You are also very welcome to visit us prior to application.

Further information requests or completed applications should be sent to by email to [recruitment@southcharnwood.org](mailto:recruitment@southcharnwood.org) or telephone 01530 242351.

**Closing date for applications:** Tuesday 15<sup>th</sup> October 2024 at 09:00am

**Interviews:** Friday 18<sup>th</sup> October 2024

As this job is designated as a 'regulated activity' an enhanced DBS check with Barred List check is essential

***'South Charnwood High School – Committed to Safeguarding Children and Young People'***

# Letter from the Headteacher

Dear Applicant

Thank you for taking interest in the post of SENDCo to start at South Charnwood High School on 6<sup>th</sup> January 2025. I hope you find the following details informative as you consider the opportunity of joining our very successful school.

At the heart of my educational philosophy is a conviction to ensure that every child achieves their full potential; academically, socially, morally and personally. We have a duty to provide an outstanding and exciting curriculum that strives for excellence so that no pupil underachieves. Pupils should be given opportunities to take responsibility for themselves and their own learning. Our young people deserve expert care, support and guidance from staff, parents/carers and the wider community to help them make informed decisions. Every pupil must feel able to develop their own unique personal qualities, to develop high self-esteem, self-worth and self-respect as they become the young adults of the future. We have very high expectations of both staff and pupils.

Having converted from a 10-14 high school to an 11-16 academy in 2014, the school has sustained outstanding GCSE results year on year demonstrating that our pupils make much better progress than similar pupils nationally. The school is oversubscribed and pupils are highly motivated to succeed. The progress of our pupils with SEND has consistently been positive. We care. In addition, we ensure that all Year 11 pupils receive support and guidance to apply for suitable post 16 courses.

You would lead an enthusiastic and committed team of professionals that strive to support our most vulnerable pupils with a range of special educational needs. There are currently 174 pupils with SEND (20% of school population) which has almost doubled in the last 3 years - almost 3% of pupils have an EHCP. To support the ongoing work of the Learning Support team, we have invested £400,000 to build a more effective base with breakout rooms for individual and small group work. The school has a strong reputation for supporting our pupils to make significant progress from a range of starting points.

Pupil attendance is well above national averages for all pupils, particularly those with SEND, which speaks volumes about the support they receive from all staff.

At South Charnwood, we invest in the continued professional development of all of our colleagues. Our CPD programme focuses on whole school priorities and the development of pedagogy based on research, best practice and our excellent links with other schools. In addition, we offer individualised CPD pathways which support staff at all stages of their career progression including National Professional Qualifications.

We are totally committed to raising aspirations and achieving fantastic outcomes for all pupils. Therefore, we are seeking to appoint an enthusiastic & dynamic SENDCo to build on the achievements of the past and support the Learning Support department to further outstanding success in the future. If you have the desire to work hard, believe in a holistic approach to education and want to transform lives, with the full support of experienced colleagues, then this is a very exciting opportunity. I look forward to receiving your application.

**Simon Andrews,  
October 2024**

# Job Description

Post Title	SENDCo
Overall responsibility	Strategic development of the school's Special Educational Needs & Disabilities (SEND) provision and oversight of the day-to-day operation of that policy with the aim of raising outcomes for pupils with SEND.
Reporting to:	Assistant Headteacher (Inclusion)
Salary/Grade	Leadership Scale 6-9

## Overall Responsibilities:

- Determine the strategic development of special educational needs & disabilities (SEND) policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents/carers and other agencies
- To raise standards of outcomes and ensure outstanding progress for children with SEND
- Develop a highly effective, cutting edge approach to supporting young people with SEND and enable staff to become highly skilled and effective in their roles
- To ensure that teaching and learning of pupils with SEND is supported by the most robust research and evidence
- Line management of deputy SENDCo, Learning Tutor, ELSA, TAs & LSAs.
- Meet statutory expectations of the SENDCo role.

While the SENDCo will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

## Main Duties:

### **Strategic development of SEND policy and provision**

- Have a strategic vision and overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEND policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

## **Operation of the SEND policy and co-ordination of provision**

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEND support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with other schools, educational psychologists, health and social care professionals and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness

## **Support for pupils with SEN or a disability**

- Identify a pupil's SEND
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability

## **Leadership and management**

- Work with the Headteacher and Trustees to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the Board of Trustees is required to publish
- Contribute to the SIP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage Teaching Assistants (TAs) and Learning Support Assistants (LSAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis
- Oversight of ASDAN and other bespoke qualifications

## **Safeguarding**

- Liaise and collaborate with the Designated Safeguarding Lead (DSL) on matters of safeguarding and welfare for pupils with SEND
- Remain alert to the fact that pupils with SEND may be more vulnerable to safeguarding challenges

## **Standards and quality assurance**

- Support the aims and ethos of the school.
- Set a good example in terms of dress, punctuality and attendance.
- As required, carrying out any other duties that the school deems appropriate and necessary to maintain the upkeep and safety of the school at all times.
- Ensure safeguarding procedures are implemented and the safeguarding policy followed.

Whilst this job description is current, and every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified. Employees will be expected to comply, following consultation, with any reasonable request from the Headteacher to carry out tasks and duties that are of a similar level, but not specified in the job description.

**SENDCo**  
**Oct 2024**

# Personal Specification

		Essential	Desirable	Evidence
<b>Qualifications and Experience</b>				
1	Sustained knowledge and experience of school leadership as SENDCo		<input checked="" type="checkbox"/>	A, I
2	Qualified teacher status	<input checked="" type="checkbox"/>		A
3	SENDCo Qualification or studying to achieve the SENDCo qualification		<input checked="" type="checkbox"/>	A
4	Recent experience of teaching pupils aged 11- 16 years	<input checked="" type="checkbox"/>		A
5	Experience of leading and managing others		<input checked="" type="checkbox"/>	A
6	Involvement in self-evaluation and development planning	<input checked="" type="checkbox"/>		A
7	Experience of conducting training/leading INSET	<input checked="" type="checkbox"/>		I, R
8	High quality teaching to pupils of all ages and abilities	<input checked="" type="checkbox"/>		I, R
9	Collaborating with colleagues in the preparation, assessment and monitoring of pupil work	<input checked="" type="checkbox"/>		I, R
10	Evidence of recent appropriate professional development.	<input checked="" type="checkbox"/>		A, R
11	Knowledge, understanding and commitment to Safeguarding practice	<input checked="" type="checkbox"/>		A, I
12	Completed or working towards leadership qualifications such as NPQSL, participation in Future Leaders Programme, NPQH or alternative qualifications		<input checked="" type="checkbox"/>	A
13	Experience of JCQ regulations around Access Arrangements		<input checked="" type="checkbox"/>	A, I, R
14	Experience of significant budget responsibility		<input checked="" type="checkbox"/>	A, I, R
<b>Skills</b>				
15	Sound knowledge of the SEND Code of Practice	<input checked="" type="checkbox"/>		A, I
16	Understanding of what makes 'quality first' teaching, and of effective intervention strategies	<input checked="" type="checkbox"/>		A, I
17	Ability to plan and evaluate interventions	<input checked="" type="checkbox"/>		A, I
18	Data analysis skills and the ability to use data to inform provision planning	<input checked="" type="checkbox"/>		A, I
19	Establish a safe and stimulating environment for pupils & staff, rooted in mutual respect	<input checked="" type="checkbox"/>		A, I
20	Set work to stretch and challenge pupils of all backgrounds and abilities	<input checked="" type="checkbox"/>		A, I
21	Ability to work hard under pressure while maintaining a positive, professional attitude	<input checked="" type="checkbox"/>		I, R
22	Ability to influence and negotiate	<input checked="" type="checkbox"/>		I, R
23	Ability to organise and prioritise workload and work on own initiative	<input checked="" type="checkbox"/>		I, R

24	Excellent communication skills - personal, oral and written presentation skills	<input checked="" type="checkbox"/>		A, I, R
<b>Personal Attributes and Behaviours</b>				
25	Desire and ability to lead	<input checked="" type="checkbox"/>		I, R
26	Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	<input checked="" type="checkbox"/>		A, I, R
27	Adaptability and flexibility to changing circumstances and new ideas	<input checked="" type="checkbox"/>		I, R
28	A belief that schools have a responsibility to prepare pupils for their lives - not just for exams	<input checked="" type="checkbox"/>		A, I, R
29	Creative, courageous and resilient	<input checked="" type="checkbox"/>		I, R
30	Sustain personal motivation and that of colleagues	<input checked="" type="checkbox"/>		A, I, R
31	Willing to take responsibility and ownership	<input checked="" type="checkbox"/>		A, I, R
32	Team player	<input checked="" type="checkbox"/>		I, R
33	Evidence of a sense of humour, commitment and enthusiasm.	<input checked="" type="checkbox"/>		I, R
34	Evidence of self-motivation and the ability to be self-critical, and to evaluate own performance.	<input checked="" type="checkbox"/>		I, R
<b>Ability to Fulfil Wider Professional Responsibilities</b>				
35	Willingness to make a positive contribution to the wider life and ethos of the School	<input checked="" type="checkbox"/>		A, I, R
36	Ability to develop effective professional relationships with colleagues, pupils and parents/carers	<input checked="" type="checkbox"/>		I, R

**SENDCo**  
**Oct 2024**