

Our Ref: NM/KW
September 2022

SENDCo

Dear Colleague

Thank you for your interest in this full time position to start January 2023 or after February half term at the latest. SENDCo is a key whole school appointment that is essential to ensure our successful, inclusive, progressive practice continues. The school only applies for two external awards:

- International School Award
- Inclusion Quality Mark

This gives you an indication of our school's philosophy:

- Outward facing where all students/faiths are valued
- All students, whatever their ability, are valued, make progress and are generally happy and crucially with our support, find the correct next steps pathway.

The ability to teach Maths, Science or English at KS3 is required. You will work with the Inclusion Manager, the new Mainstream Autism Base Coordinator and the EAL Coordinator.

This is a chance to shape learning support and continue our excellent practice.

Christopher Whitehead Language College is an 11-18 school 'in pursuit of excellence' in all areas of its community's life. Near to the cricket ground, on the west bank of the River Sever in Worcester, it is a larger than average, inclusive and community-focused comprehensive school with approximately 1510 students. In the last five years, the school has enjoyed a huge rise in popularity amongst the local community and despite COVID-19 is still proud of outstanding student behaviour.

In the additional pages, I have included the job description and person specification. Please also read our privacy notice for job applicants (on the recruitment page of our website).

I would obviously encourage you to read our Ofsted report in detail and visit our informative website at www.christopherwhitehead.co.uk to develop an understanding of our ethos. You may like to visit my blog too at <https://neilmorriscwlc.wordpress.com/>.

If you wish to apply, please complete the application form and email it to recruitment@cwlc.email. **Please do not enclose a CV.**

The deadline for receipt of applications is 10.00am on Monday 10th October 2022. Informal visit/tour available on Wednesday 5th October at 4.00pm. Interviews will be held on Thursday 13th October 2022.

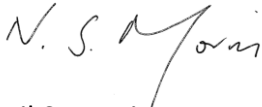
If you would like any further information, please contact me at n.morris@cwlc.email

Please would you ensure you provide email addresses for your referees and alert them to this fact.

As I will only be contacting short-listed candidates, I would like to thank you for your time and effort, and if unsuccessful, wish you well in your future career.

I look forward to hearing from you.

Yours sincerely

A handwritten signature in black ink, appearing to read 'N. S. Morris'.

Neil S Morris
Headteacher

Job Description

Post Title:	SENDCo – Special Educational Needs and Disability Coordinator
Terms & Tenure:	Full time, permanent, TLR 2.1 + SEN Allowance
Line Manager:	Headteacher
Staff Supervised:	Learning Support Centre Manager, Learning Support Assistants (LSAs)

Christopher Whitehead Language College is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Purpose of role

The SENDCo, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school.
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual students with SEN or a disability.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.

The SENDCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

Duties and responsibilities

The list is given as a guideline only and is not exhaustive. Other tasks and activities relevant to the main headings should also be considered acceptable. A degree of flexibility is therefore considered essential.

Strategic development of SEN policy and provision

- Have a strategic overview of provision for students with SEND across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for students with SEND.
- Make sure the SEND policy is put into practice and its objectives are reflected in the school development plan (SDP) and known by heads of department.
- 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.
- Effectively communicate strategies to support students with additional needs – oversight of the website and the policies will be key to this.
- Attain, review and maintain EHCPs and monitor/evaluate the student and LSA performance.

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map and effectively communicate any changes.
- Provide guidance to colleagues on teaching students with SEND, and advise on the graduated approach to SEN support. This means getting into lessons.
- Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies to ensure smooth transition.
- Be a key point of contact for external agencies, especially the local authority (LA).
- Analyse assessment data for students with SEND and reflect/change practice as data improves/deteriorates.
- Implement and lead intervention groups for students with SEND, and evaluate their effectiveness.

Support for students with SEND

- Identify a student's SEND.
- Co-ordinate provision that meets the student'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 or carers.
- Ensure if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
- Promote the student'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, where a looked-after student has SEND.

Leadership and management

- Work with the headteacher and governors 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 governing board is required to publish.
- Contribute to the school development plan 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 students with SEN or a disability.
- Oversight/timetabling of LSAs.
- Lead and train LSAs working with students with SEN or a disability.
- Lead staff appraisals and produce appraisal reports.
- Review staff performance on an ongoing basis.

General and review

To understand and be prepared to support the ethos of the school by:

- Promoting good relationships with students, parents, colleagues, governors, LA and agency staff and visitors to the school.
- Promoting high standards of student behaviour inside the classroom and around the school generally, following the school's behaviour policy.
- Promoting high standards of personal presentation and conduct, including being punctual and using social network media appropriately.
- Completing training in the relevant areas to meet all safeguarding and health and safety standards as advised by CWLC and government policy.
- Being aware of all matters of health and safety related to the working environment.

This job description is not necessarily a comprehensive definition. It will be reviewed periodically and when appropriate. It may be subject to change or modification at any time after consultation.

Christopher Whitehead Language College and Sixth Form has a strong commitment to achieving equality of opportunities in its service to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

Christopher Whitehead Language College and Sixth Form is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification

SENDCo – Special Educational Needs and Disability Coordinator

Criteria	Qualities
Qualifications and training	<ul style="list-style-type: none">• Qualified teacher status• National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment• Degree
Experience	<ul style="list-style-type: none">• Teaching experience• Experience of working at a whole-school level – middle, secondary or special school• Involvement in self-evaluation and development planning• Experience of conducting training/leading INSET• Experience of line managing staff is desirable
Skills and knowledge	<ul style="list-style-type: none">• Sound knowledge of the SEND Code of Practice• Understanding of what makes 'quality first' teaching, and of effective intervention strategies• Ability to plan and evaluate interventions• Data analysis skills and the ability to use data to inform provision planning• Effective communication and interpersonal skills• Ability to build effective working relationships• Ability to influence and negotiate• Good record-keeping skills
Personal qualities	<ul style="list-style-type: none">• Commitment to getting the best outcomes for students and promoting the ethos and values of the school• Commitment to equal opportunities and securing good outcomes for students with SEND• Ability to work under pressure, prioritise effectively and work hard• Commitment to maintaining confidentiality at all times• Commitment to safeguarding and equality• A sense of humour, relentless optimism and a can do attitude is required in all our staff. A believe that we can and do make a difference and at all times put the students first

This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Disclosure and Barring Service before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.