**Swanlea School, Business & Enterprise College**

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Business & Enterprise College

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Job Description

SENDCo

*Please note: this job description must be read in conjunction with the current School Teachers’ Pay and Conditions Document, particularly Part XII – ‘Conditions of Employment of Teachers other than Head Teachers’, which itemises the general conditions of employment governing this post.*

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| **Purpose** | * To be the school’s lead professional for those students with SEND
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| **Reporting To** | * AHT Inclusion
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| **Responsible For** | * All faculty members
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| **Salary/Grade** | * TLR 1b (1c for an exceptional candidate)
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| **Disclosure** | * Enhanced
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| **MAIN DUTIES** |
| **Strategic Planning/Operational** | * To assist the Headteacher and the Governing Body in the management and development of the school, in line with the school’s vision and the school’s operational plan
* To organise, manage and lead a team of staff, to ensure that all students have access to the curriculum and are empowered to make progress, especially those with SEND together with students with exceptional needs of any kind
* To develop the evolution of the school, its policies and staffing, towards a more inclusive model of operation
* To be accountable for the overview of provision mapping for SEND pupils, ensuring that students learning needs are met
* Be able to monitor the effectiveness of SEND provision across the school with confidence and co-ordinate a multi-agency approach
* Manage school transition providing continuity of support and learning when transferring students with SEND
* Ensure the objectives of the SEND policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated, and reviewed
* Provide regular information to the Headteacher and Governing Body on the evaluation of the effectiveness of provision for students with SEND, to inform decision making and policy review
* To establish an effective partnership with parents/carers, external agencies to meet the needs of SEND pupils
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| **Curriculum** | * To identify and assess students who may have SEN and those with EAL needs, ensuring that curriculum provisions meet their needs
* To devise learning and behaviour strategies and programmes including PSPs which span the curriculum, in response to individual students with SEMH needs
* To lead on the assessment of the learning needs of SEND pupils at risk of underachieving and provide pathways to develop pupils through intervention and staff development
* To develop strategies ensuring that SEND pupils make outstanding progress and monitor teaching and learning activities to meet the needs of students with SEND.
* To work with school staff, enabling them to deliver the following to SEND pupils:
	+ plan programmes of work
	+ model good class management and control
	+ demonstrate a variety of teaching styles and approaches.
	+ assess and keep records on pupils’ progress.
* To monitor the progress of students’ who have SEND, as defined by the LEA are monitored and their needs defined and met, evaluating and adapting provision as required
* To review students with statements of SEND/ Education Health Plans, as required by the school, LEA or national law
* To liaise with Educational Psychologists, LEA support team, Educational Welfare Service, Education Social Worker Service and any other agencies working with students as required
* To refer on to the relevant agency any child whose needs cannot be met by the school
* To organise the assessment of and provision for pupils requiring Access Arrangements for public exams
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| **Staff Recruitment & Development** | * To develop staff to understand the learning needs of students with SEND and the importance of raising their achievement
* Encourage all members of staff to recognise and fulfil their statutory responsibilities to students with SEND
* To engage with whole school CPD, adapting and applying training as appropriate for SEND staff, embedding initiatives for SEND pupils
* Have an oversight of performance management for SEND and support staff
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| **Performance & Standards** | * Analyse and interpret relevant national local and school data to improve practice within faculty and subject areas
* Monitor the progress made in setting objectives and targets for students with SEND, assist in the evaluation of, and the effectiveness of teaching and learning and use the analysis to guide further improvement
* To ensure that effective monitoring, evaluating and reporting on the work of pupils with SEND is undertaken, informing improvements in provision
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| **Management of Resources** | * Establish staff and resource requirements to meet the needs of students with SEND.
* Advise the Headteacher, senior management team and governing body of likely priorities for expenditure and allocate resources made available with maximum efficiency to meet the objectives of the school and SEND policies to maximise students’ achievements and to ensure value for money
* To manage and deploy effectively, staff within the SEND faculty comprising SEND teachers, other teachers providing periods of support, SEND administrative assistant, Learning Support Assistants and Support for Learning Service personnel, deployed within the school
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| * Whilst every effort has been made to explain the main duties and responsibilities of this post, each individual task undertaken may not be identified.
* Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
* Employees are expected to present themselves and to act in a professional manner at all times.
* The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.
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Person Specification

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| ***This is the generic person specification, common to all teaching jobs advertised after September 2005, at Swanlea School. Sections 2-10 are derived from the Teachers’ Standards Framework.*** |

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| **Qualifications** | **Essential** | **Desirable** |
| Qualified teacher status | ✓ |  |
| Good honours degree  | ✓ |  |
| SENDCO accreditation or be prepared to work towards achieving the accreditation | ✓ |  |
| Commitment to continuing professional development activities | ✓ |  |
| Higher degree |  | ✓ |
| **Experience** |  |  |
| Evidence of outstanding learning & teaching skills, leading to consistently high standards of student achievement | ✓ |  |
| Recent and extensive experience of teaching within mainstream secondary education and SEND specialism, clear understanding of current legislation regarding SEND students. | ✓ |  |
| Ability to manage a large and inter-disciplinary team of professionals both teaching and support staff. | ✓ |  |
| Evidence of a proven track record of delivering excellent student outcomes KS3-5 | ✓ |  |
| Knowledge of current developments in learning and teaching | ✓ |  |
| Ability to set standards and provide examples of best practice for other teachers in identifying, assessing and meeting students’ SEND. | ✓ |  |
| Experience of personal involvement in the wider curriculum |  | ✓ |
| Experience of leading a whole school initiative |  | ✓ |
| **Knowledge/Skills (ability to)** | **Essential**  | **Desirable** |
| Have a clear vision for SEND and strategies to ensure integrated support provision and have knowledge of the steps necessary to make that vision a reality. | ✓ |  |
| Lead, manage and develop a high performing team | ✓ |  |
| A strategic understanding of how best to maximise student attainment. | ✓ |  |
| A strong commitment to working with disadvantaged young people | ✓ |  |
| High level communication and presentation skills applicable to a range of audiences | ✓ |  |
| Think creatively and imaginatively to solve challenges and identify priorities within the faculty | ✓ |  |
| Ability to use new technologies effectively to support teaching and learning |  | ✓ |
| A clear understanding of monitoring and evaluating standards in teaching and learning | ✓ |  |
| Ability to anticipate problems and identify opportunities | ✓ |  |
| Be an excellent administrator, able to develop clear systems which are understood, used effectively and which support the school’s multi-agency approach. | ✓ |  |
| **Personal Attributes** |  |  |
| Ensure that there is a safe working and learning environment in which risks are properly assessed. | ✓ |  |
| Ability to use appropriate interpersonal skills when relating to staff, pupils and parents/carers | ✓ |  |
| Enjoy working with young people | ✓ |  |
| Enthusiasm for ICT and a desire to communicate that to others |  | ✓ |
| Demonstrate energy, vigour and perseverance and promote a ‘Can Do’ philosophy | ✓ |  |
| Ability to prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues. | ✓ |  |
| Ability to work under pressure and meet deadlines | ✓ |  |

Signed……………………..……………………………….. Date………………………………………….