

Job Description

POST TITLE:	SENDCo
GRADE:	Leadership Scale 4 - 8
MAIN PURPOSE:	Strategic leadership for SEND including curriculum design Ensuring excellent provision to support pupils with SEND, enabling good progress to be made Line Management or Teaching Assistants Providing effective CPD, advice, coaching and development of staff
RESPONSIBLE TO:	Principal
RELATIONSHIPS WITH:	Senior Leaders & Trust wide colleagues Local Authority support teams Teaching Assistants Teachers Support staff Parents Local community and educational providers Governors and stakeholders

GENERAL RESPONSIBILITIES

1. Support the overall Christian ethos of the Trust.
2. Be aware of and comply with Trust policies and procedures including but not exhaustive of:
 - Acceptable Use of IT Policy
 - Code of Conduct
 - Extremism & Radicalisation Policy
 - Health, Safety and Security Policy & Guidance
 - Keeping Children Safe in Education (Part 1) Guidance
 - Safeguarding Policy and Training Slides
 - Whistleblowing Policy
 - IT Pack including Acceptable Use Statement
 - Health, Wellbeing and Benefits Policy
 - Finance Policy
3. Be aware of and support difference and ensure equal opportunities for all.
4. Contribute to the overall aims of the Trust and Academy Improvement Plans
5. To develop and implement own professional development and skills
6. To behave in a manner that is professional, friendly, fair with students and colleagues demonstrating and role modelling politeness and respectfulness
7. To demonstrate an excellent record of attendance and punctuality.
8. Work cooperatively as part of the Trust wide staff team
9. Undertaking any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

INTRODUCTION

The post holder will be required to work in partnership with other Middle and Senior Leaders to provide professional strategic leadership and operational management for the designated areas of the school curriculum. The post-holder has a duty to promote high quality in all aspects of the work of the team by maintaining high standards of achievement and ensuring that all students fulfil their potential through effective teaching and learning, and high expectations.

The SENCo is also responsible for the development and review of policy and practice in consultation with all members of the faculty. This will involve the establishment of clear principles, aims and objectives for the SEND team within the context of the Academy's mission statement, policies and development plan.

At the Academy we expect middle and senior leaders to be fully committed to:

1. Comprehensive, community education within an urban, multi-cultural environment;
2. The inclusive values and framework of the Academy
3. Working as a mutually supportive team, sharing responsibility, successes and challenges;
4. Exercising positive leadership and creating a shared vision of the purpose and future development of the Academy that reflects our ethos and aims;
5. Maintaining high personal and professional standards in all aspects of Academy life;
6. A consultative and participative approach to leadership and management;
7. Being forward looking and anticipating change;
8. Their own professional and leadership development.

MAIN RESPONSIBILITIES

Under the direction of the Principal, the SENDCo is responsible for the strategic leadership of SEND across all areas of school.

The SENCo has a duty to promote high quality inclusive education, ensuring students fulfil their potential through effective teaching and learning and high expectations.

- Provide effective direction and leadership to SEND support staff in order to effectively provide support and challenge to pupils with SEND in mainstream classrooms and within the specialist classroom areas.
- Model best practice, lead staff training and support staff to deliver high quality inclusive education.
- Liaise with outside professionals to ensure adequate provision for pupils.
- Arrange effective SEND INSET days/Staff Meeting in collaboration with the leadership team and executive team, supporting colleagues / visitors who do so.
- Prepare and organise SEND timetables and provision plans
- Take a leading role in reviewing / writing SEND policy documentation that reflect the schools practice.
- Assist in the display and dissemination of information to staff / parents and the community for whole school and SEND specific matters.
- Write HLN bids and take a full role in the EHCP process when required.
- Oversee admissions and transitions for pupils with SEND.
- To contribute to the development, monitoring and evaluation of the Academy Development Plan.
- To monitor teaching standards with the SLT.
- To monitor and evaluate standards of learning in the school with SLT.
- Attend Leadership meetings as required.
- Contribute to the creation of a climate that enables all staff to develop and maintain positive attitudes towards their teaching.
- Work collaboratively with the leadership team on identified academy priorities.
- To have responsibility and devolved leadership under the direction of the Principal for the strategic leadership and management of SEND.
- To ensure that the school complies with all statutory requirements in terms of the curriculum, assessment and recording and reporting of pupils' attainment and progress and the code of practice.
- To implement appropriate strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.
- To ensure that teachers – through short, medium and long term plans – understand how to adapt planning to meet the needs of all learners.
- To use data effectively to establish clear and challenging targets for pupil achievement and improvement, including SEND, pupils with English as an additional language and other learning groups as appropriate and identified.
- To offer support and guidance to staff in the effective teaching of pupils suggesting appropriate strategies and CPD opportunities to ensure high standards.
- To liaise with relevant members of staff including outside agencies,
- Lead CPD meetings and INSET for the school.

- As a member of the Leadership Team - analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- To establish and implement clear policies and practices for assessing, recording and reporting pupils' attainment and progress.
- To write an annual action plan and to monitor and evaluate it against the success criteria and to use this to identify future priorities for development as part of the academy plan.
- To maintain an evidence file for inclusion in the SEF, as appropriate
- To establish staff and resource needs and take responsibility for managing a budget of likely priority expenditure.
- To allocate, deploy and maintain resources to ensure value for money.
- To maintain effective communication with governors ensuring they are well informed about subject plans, policies and priorities.
- To develop appropriate networks with other outside agencies, including cluster groups, network learning communities, business, industry, community groups and ITT providers.
- To provide guidance and support to staff in their written communications regarding SEND, including the annual report to parents.
- To ensure the effective teaching of pupils by overseeing planning, preparation and assessment, and by any other appropriate evaluative activity.
- To develop a clear SEND referral and identification process
- To aid the identification and collection of evidence for appropriate access arrangements.
- To liaise with student support and Year leaders to develop strategies and provision for students with SEMH needs.

These tasks and accountabilities are intended to be a guide to the range and level of work expected of the post-holder. This is not an exhaustive list of all tasks that may fall to the post holder and employees will be required to undertake any duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

TEACHER RESPONSIBILITIES

When teaching, all teachers are expected to:

- 1) Have a thorough and up to date knowledge of their subject(s) and should take account of wider curriculum developments that are relevant to their work;
- 2) Consistently and effectively plan lessons and sequences of lessons to meet students' individual learning needs, including students with special educational needs, and gifted or talented students. They should be aware of, and take proper account of the strategies agreed in IEPs (Individual Education Plans) and IBPs (Individual Behaviour Plans);
- 3) Keep an attendance register of students in every lesson and following up absence when necessary;
- 4) Consistently and effectively use a range of appropriate strategies for teaching and classroom management;
- 5) Consistently and effectively use information about prior attainment to set well-grounded expectations for students, and monitor progress to give clear and constructive feedback;
- 6) Be able to make use of the performance data available in the Academy in order to determine how much progress their students are making;
- 7) Take responsibility for their own professional development and use the outcomes to improve their teaching and students' learning;
- 8) Make an active contribution to implementing the policies and aspirations of the Academy and Trust;
- 9) Be effective professionals who challenge and support all students to do their best;
- 10) Set and maintain high expectations for student behaviour;
- 11) Set a good example to students, for example in terms of appropriate dress, standards of punctuality and attendance;

GENERAL NOTES

- 1) The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document and the Conditions of Service ("Burgundy Book") and are additional to the general duties and responsibilities of a Teacher;
- 2) These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed;

These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

STAFF CONDUCT

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust.
- We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that role models positive behaviours for our students to follow.
- Physical violence, verbal abuse and swearing are unacceptable and not tolerated.
- Employees are expected to maintain a professional relationship with students.
- Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

DRESS CODE

- The Trust expect staff to wear professional business dress mirroring our high expectations of our student dress code.

PERSON SPECIFICATION

The Trust invite applications for the post of SENDCo from motivated, experienced and successful leaders who are passionate about ensuring high quality provision for all and have a proven track record for effectively leading SEND.

The post would suit an experienced individual able to provide excellent SEND knowledge. The successful candidate will be a pivotal member of the school's Leadership Team and can expect the support needed to develop his/her career.

You will certainly be a good classroom teacher and leader. You will be interested in developing your practice, and trying out new strategies in your teaching and leadership. You will already be a good user of ICT and able to use data to assess performance and aid strategic planning.

You will love working with young people who have SEND, and you will relish the satisfaction that comes from improving their life experiences through helping them to develop and to learn.

	<u>Essential</u>	<u>Desirable</u>
Qualifications	<p>Relevant 'A' Levels (or equivalent); Qualified Teacher Status;</p> <p>Evidence of continuing professional development or further professional study;</p>	<p>Good honours degree (2:1 or better);</p> <p>Accredited Middle Leadership qualification;</p> <p>SEND Award</p>
Experience	<p>Experience as a middle leader;</p> <p>Led EHCP, HLN and admissions process;</p> <p>A proven track record for promoting high standards, particularly in promoting effective SEND provision within the primary phase;</p> <p>Led and managed others to deliver best practice;</p> <p>Direct experience of supporting staff and pupils in a mainstream setting;</p> <p>Effectively led meetings involving a range of stakeholders;</p> <p>Working with professionals from different agencies;</p> <p>Relevant teaching experience or teaching practice;</p> <p>Record of successful educational leadership, for at least two years within a secondary setting;</p> <p>Monitoring, evaluating and reviewing classroom and assessment practice and promoting improvement strategies;</p> <p>Experience of working with secondary aged children with a wide variety of learning needs;</p> <p>Experience of working in partnership with a wide range of stake holders including parents, governors, and a range of professionals from other agencies;</p>	<p>Currently working in UK Secondary school; Recent experience of teaching in a special school for pupils with ASD;</p> <p>Involvement in leading the implementation of whole-school initiatives;</p> <p>Currently undertaking role of Designated Safeguarding Lead or organising support for vulnerable pupils, including CLA children;</p> <p>Working with focus provision or in special education;</p> <p>Experience of Mental Health first aid;</p>
Knowledge and understanding	<p>An understanding of current educational developments and a clear grasp of issues relating to Secondary Education in general and in SEND;</p> <p>Excellent knowledge of how to support pupils with SEND, especially ASD;</p> <p>The theory and practice of providing effectively for the individual needs of all children;</p>	<p>An excellent understanding of:</p> <p>Autism Education Trust, Good Autism Practice, SEN Code of Practice, Ofsted Inspection Framework, Routes to Inclusion</p>

	<p>In-depth knowledge and understanding of the requirements of the secondary national curriculum and tests;</p> <p>Sound knowledge and understanding of Assessment for Learning strategies;</p> <p>The monitoring, assessment, recording and reporting of pupils' progress;</p> <p>A sound understanding of the way in which the environment (both inside and outside) can be used to facilitate children's learning;</p> <p>An understanding of and commitment to learning through a creative curriculum;</p> <p>A sound understanding of school evaluation including the processes within Ofsted;</p> <p>The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection;</p> <p>Sound knowledge in the use of ICT across the Curriculum;</p> <p>The monitoring, assessment, recording and reporting of pupils' progress;</p> <p>The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection;</p> <p>The positive links necessary within the Trust and with all its stakeholders and other professional agencies;</p> <p>Effective teaching and learning styles.</p>	
Skills and Abilities	<p>Ability to work effectively with students with a range of needs, including complex and challenging needs</p> <p>Ability to use innovative, active teaching methods;</p> <p>Effective communications and an ability to work in collaborative partnership with the full range of people associated with the Trust – children, staff, parents and other professionals;</p> <p>Ability to use data effectively to drive school improvement;</p>	

	<p>Good interpersonal skills and an ability to work effectively in and support and manage teams;</p> <p>Good organisational skills;</p> <p>Ability to work with students with a range of needs;</p> <p>Ability to lead by example and provide a clear direction;</p> <p>Ability to work as part of a team and motivate others;</p> <p>Ability to monitor and evaluate teaching and learning and implement strategies for improvement;</p> <p>Ability to solve everyday problems by using initiative, flexibility and creativity;</p> <p>Good organisation and time management skills;</p> <p>Ability to work under pressure and remain calm and positive;</p> <p>Good/outstanding classroom practitioner; Ability to use innovative, active teaching methods;</p> <p>Well developed and effective communication skills, written and verbal;</p> <p>Ability to use data effectively to drive school improvement;</p> <p>Good interpersonal skills and an ability to work effectively in and support and manage teams;</p> <p>Ability to use ICT as a learning/admin tool in education leadership;</p>	
Personal Characteristics	<p>Energetic, enthusiastic and enjoys new challenges and leading change;</p> <p>An empathy for students from a wide variety of social, cultural and SEN backgrounds;</p> <p>Ability to be in full support and lead the important Christian values of the Trust;</p> <p>A willingness to work hard with enthusiasm and vision;</p> <p>Ability to engage others in a shared vision and tackle those who are not engaging in a diplomatic way;</p>	

	<p>Resilience;</p> <p>Tact and sensitivity;</p> <p>Integrity, emotional intelligence and good judgement;</p> <p>Confidence, independence and flexibility;</p> <p>Calm under pressure;</p> <p>Well-organised.</p>	
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