

INVICTUS

Education Trust

CANDIDATE INFORMATION PACK



Learn with **us**, Work with **us**, Belong with **us**!

Job Description

JOB TITLE:	SENDCo
DEPARTMENT:	Pedmore High School
SALARY RANGE:	MPR/UPR + SEN Allowance
REPORTING TO:	Deputy Headteacher
RESPONSIBLE FOR:	Teaching Assistants
LIASING WITH:	Headteacher, Senior Leadership Team, Governors, teaching and support staff, outside agencies, and the Trust's central team

Main Purpose

To play a key role within the school to ensure that all pupils with additional needs make accelerated progress in their learning and achieve to the very best of their ability.

Main Duties

Teaching and Learning

- Identify and adopt the most effective teaching approaches for pupils with SEN.
- Evaluate teaching and learning activities to ensure they meet the needs of pupils with SEN.
- Where necessary/possible, actively teach learning intervention and support groups in order to accelerate their progress.
- Promote the resources/programmes/skills sets that will develop pupils to work independently.
- Have regard to individual needs of pupils with Special Educational Needs and support their learning by using a wide range of teaching strategies, planning and providing support for their full participation in all activities.
- Liaise with pre-school settings to ensure the identification/ continuity of support and learning of pupils with SEN on entry to school.
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN.
- Talk to pupils with SEN with a view to listening to what they have to say about their experience of education/school. Address any areas of concern when appropriate.



Mission

'Excellence every day, unlimited ambition and transforming lives'



Vision

'To create a community of inclusive schools where people choose to learn with us, work with us and belong with us, so that everyone succeeds'



Values

- Respect
- Resilience
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Recording and Assessment

- Keep the Special Needs Register up to date.
- Set targets for raising achievement among pupils with additional learning needs and SEN.
- Interpret assessment data, feeding specifically into termly Pupil Progress Review.
- Meet with class teachers and TAs and formulate plans to address any issues and needs as appropriate.
- Maintain and further develop existing systems for identifying, assessing and reviewing SEN.
- Update the Senior Leadership Team on the effectiveness of provision for pupils with additional learning needs and SEN.

Leadership

- Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEN.
- Provide training opportunities for learning support assistants and other teachers to learn about SEN / additional needs.
- Disseminate outstanding practice in SEN across the school.
- Identify resources needed to meet the needs of pupils with SEN and advise the SLT of priorities for expenditure.
- Assist in the effective organisation and deployment of teaching assistants and other resources linked to Special Educational Needs.

Other Duties and Responsibilities

- Listening to colleagues with concerns about pupils.
- Advising colleagues about their concerns and ensuring that these are documented at Stage 1 of the Code of Practice or taken up and acted upon at other stages.
- Monitoring any screening / baseline assessments in order to identify and address children who are falling behind.
- Attend meetings to support class teachers where necessary in order to keep parents informed about their child's progress.
- Co-ordinate provision by calling meetings as necessary.
- Meet parents who have concerns about their child/ren.
- Monitor the resources devoted to special educational needs and make cases for funding where necessary. These resources include books, other teaching materials and practical teaching aids including technological aids such as laptops and tablets.
- Ensure that when a pupil leaves the school all their records are passed on to the next school that they attend.
- Take the lead in assessments of children with SEN including their strengths and weaknesses.

Professional Development

- Take part in appraisals and annual professional review meetings.
- Keep up to date with current thinking, regulations and practice and further develop skills by attending courses, workshops and meetings.



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Overall Responsibility

- To lead, manage, develop and maintain high quality SEN provision which enables quality teaching and excellent learning outcomes and success for all students.
- To keep all aspects of paperwork including records and policies up to date and actioned as appropriate.

Professional Knowledge and Understanding

- Knowledge and understanding of the expectations within the new EYFS and National Curriculum.
- Knowledge and understanding of current developments and best practice in SEN legislation and all aspects of inclusion and pastoral care.
- Proven experience in effective liaison with a range of outside agencies.
- Knowledge of the range and types of interventions available.
- The effective management of provision for SEN.
- Understanding of child protection procedures and safeguarding children.

Abilities and Skills

- Ability to use performance data to inform provision mapping and planning.
- Produce and update CAF forms, EHC plans and other statutory documents.
- Ability to deal sensitively with people.
- Ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills.
- Ability to organise work effectively, prioritising and managing time, working under pressure to meet deadlines and setting personal goals.

Personal Qualities

- A commitment to inclusive education and a willingness to respond to the needs of all learners.
- Reliability, professionalism and integrity.
- Strong interpersonal, written and oral skills with the ability to deal confidently with a range of people including Senior Leadership, staff, parents and pupils.
- An effective team member with the ability to use own initiative when appropriate.

Staffing and Resources

- Positively engage in appraisal reviews as directed by your line manager and headteacher.
- Contribute to appraisal reviews as directed by Headteacher.
- Line-manage staff as indicated by the School structure.
- Contribute to the recruitment and induction of new staff.
- Promote teamwork and effective working practices.



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Other Professional Requirements

- Establish and maintain regular communication in the Trust.
- Communicate with parents/carers and outside agencies where appropriate.
- Attend professional meetings as required.
- Be responsible for personal professional development and to keep up to date with educational initiatives that impact on the Trust and specifically in relation to Teaching and Learning.
- Actively engage in the Trust's appraisal process.
- Take part in the Trust's staff development programme.
- Attend and contribute to meetings.
- Work as a part of a team and positively contribute to effective working relationships.
- Take part in Trust events as directed by the CEO.
- Undertake the professional duties of a teacher and leader as set out in the school teachers pay and conditions document.
- Be a role model of the Teachers' Standards.

Other Specific Duties

- Play a full part in the life of the Trust community, to support its vision, mission and values
- Be an ambassador of the Invictus ethos and to encourage and ensure staff and students follow this example
- Be courteous to colleagues and be welcoming to visitors
- Comply with the Trust's Health and Safety Policy and undertake risk assessments as appropriate

Whilst every effort has been made to outline the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to carry out any reasonable request to undertake work of a similar level that is not specified in this job description. This job description is current at the date shown but following consultation may be changed to reflect or anticipate changes in the job which are commensurate with the job title and salary

Support for the Trust

- To take a full part in promoting the good name of the Trust and contributing positively to the overall ethos/work/aims of the Trust
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security confidentiality and data protection
- Comply with the Trust's dress code
- Attend and participate in meetings as required
- Participate in training, other learning activities and appraisal as required
- Recognise own strengths and areas of expertise and use those to advise and support others
- It is the responsibility of all adults employed by Invictus Education Trust to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children or young people



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Safeguarding Requirements

We are deeply committed to safeguarding and promoting the welfare of Children and expect all Staff and Volunteers to share this commitment. All necessary Safeguarding checks will be undertaken which must have satisfactory outcomes, otherwise the conditional job offer may be withdrawn. Details of the checks that will be undertaken can be found at: [Keeping Children Safe in Education, 2024](#)

This role has been assessed as working in regulated activity and is subject to an Enhanced DBS plus Children's Barred List Check.

It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children.

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020). This means that certain convictions and cautions are considered 'protected' and do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website:

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>.

Positions at the school are exempt under the Rehabilitation of Offenders Act 1974 and as such appointment to a post will be conditional upon the receipt of a satisfactory response to a check of police records via the Disclosure and Barring Service (DBS). DBS Filtering guidance can be found on the GOV.UK website.

<https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide>

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Person Specification

	ESSENTIAL	DESIRABLE	MEASURE (A, D, I, T)
QUALIFICATIONS	<ul style="list-style-type: none"> A teaching qualification together with Qualified Teacher Status (QTS) National Award in Special Educational Needs Co-ordination (or a commitment to gaining full accreditation within three years of appointment) 	<p>A higher degree, such as Masters</p> <p>A commitment to continued professional development and recent further recognised Middle Leadership training (NPML or equivalent – Excellence in Education etc)</p>	
EXPERIENCE	<ul style="list-style-type: none"> Proven experience in effective liaison with a range of outside agencies 	<p>Experience of working with young people with SEMH difficulties is desirable, yet not essential</p>	
SKILLS AND KNOWLEDGE	<ul style="list-style-type: none"> Knowledge and understanding of the National Curriculum requirements across Key Stage 3 and 4 Knowledge and understanding of current developments and best practice in SEN legislation and all aspects of inclusion and pastoral care Proven experience in effective liaison with a range of outside agencies Knowledge of the range and types of interventions available The effective management of provision for SEN Understanding of child protection procedures and safeguarding children Ability to use performance data to inform provision mapping and planning Produce and update CAF forms, EHC plans and other statutory documents 		



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	<ul style="list-style-type: none"> • Ability to deal sensitively with people • Ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills • Ability to organise work effectively, prioritising and managing time, working under pressure to meet deadlines and setting personal goals • Ability to demonstrate a commitment to equality of opportunity for all students 		
PERSONAL QUALITIES	<ul style="list-style-type: none"> • A commitment to inclusive education and a willingness to respond to the needs of all learners • Reliability, professionalism and integrity • Strong interpersonal, written and oral skills with the ability to deal confidently with a range of people including Senior Leadership, staff, parents and pupils • An effective team member with the ability to use own initiative when appropriate 		
FLEXIBILITY	To work flexibly to meet the needs of the Trust and its educational establishments. Can be required to work in any location within the Trust		

This job description/person specification may be amended at any time in consultation with the postholder.



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