



The de Ferrers Trust

To ensure that all the children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background



Post title: SENDCo
Grade: MPS/UPS
Accountable to: Principal

ROLE OVERVIEW:

To ensure that all the children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background.

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

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

KEY ACCOUNTABILITIES:

Main Duties

To co-ordinate provision for students with SEND:

- Provide strategic and operational leadership of SEND provision and intervention programmes across the Academy
- Raise standards and be accountable for the progress and attainment of all students, leading on outcomes for SEND, disadvantaged and vulnerable students requiring intervention/personalised timetables to close gaps and maintain mainstream education
- Maintain up-to-date knowledge of national and local initiatives that may affect the Academy's policy and practice
- Evaluate whether funding is being used effectively and suggest changes to make use of funding more effective
- To manage and timetable a team of Teaching Assistants (TAs) and Assistant SENDCos

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching students with SEND and advise on the graduated approach to SEND support
- Advise on the use of the academy'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 professional and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for students with SEND

- Implement and lead intervention groups for students with SEND and evaluate their effectiveness
- Support the day-to-day management of Academy systems, organisation, and processes
- Liaise regularly with the Local Authority SEND Team
- Undertake assessments and reviews in line with statutory requirements and needs
- Provide a coherent, inclusive curriculum for SEND, disadvantaged, and vulnerable students which meets statutory requirements.

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 student
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the student
- Communicate regularly with parents and carers
- Ensure if the student transfers to another school, all relevant information is conveyed to it and support a smooth transition for the student
- Promote the student's inclusion in the Academy community and access to the curriculum, facilities and extra-curricular activities
- Work with designated teacher for looked after children, where a looked after student has SEND
- Ensure students are set targets in line with expected levels of progress and that progress is monitored through a rigorous programme of intervention and review
- Ensure students on alternative or bespoke timetables are well supported to access increased mainstream provision.

Leadership and Management

- Work with the Principal, Governors and across the Trust to ensure the academy meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Ensure all staff recognise and fulfil their statutory responsibilities for SEND students
- Prepare and review information the LGB is required to publish
- Contribute to the Academy Improvement Plan and whole Academy policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the Academy's SEND policy
- Promote an ethos and culture that supports the Academy's SEND policy and promotes good outcomes for students with SEND
- Lead and manage Teaching Assistants (TAs) working with students with SEND
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis
- Ensure there is high quality teaching meeting the needs of all students
- Continually develop relationships and partnerships with all stakeholders and the wider community.

- Ensure the provision improves standards of literacy and numeracy to enable students to access the wider curriculum
- Explore the opportunities to increase engagement with parents/carers of SEND, disadvantaged and vulnerable students.

Support to the Academy

- To promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- To comply and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Will be aware of, support and ensure equal opportunities for all.
- Will contribute to the overall ethos/work/aims of the Trust.
- Will establish constructive relationships and communicate with other agencies/professionals.
- To attend and participate in regular meetings.
- Will participate in training and other learning activities and performance development as required.
- Will recognise own strengths and areas of expertise and use these to advise and support others.

In Addition

- To make suggestions to improve the ongoing effectiveness of non-teaching support.
- To undertake any other reasonable duties within the overall function, commensurate with the grading level and responsibility of the job.
- Holiday leave will be in line with the policy for all support staff. Annual Leave cannot be taken during term time.
- All staff are expected to work in a flexible and versatile manner as directed by their line manager.
- Support the Learning Agenda.
- To take part in a Performance Review System.

Commitment to Safeguarding Children

Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with by:

- Having awareness of school safeguarding policy and procedures regarding child protection.
- Become aware of the signs and symptoms of abuse by attending relevant safeguarding training.
- Understand and support the Trust by attending training relevant to current national safeguarding issues such as The Prevent duty, Child Sexual Exploitation, Female Genital Mutilation.
- Report all causes for concern to the Safeguarding team using detailed and accurate information.

- Ensure the safety of all pupils in the school learning environment both indoor and outdoor.
- Being fully aware of and understanding the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people.

Equalities

- To ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.
- To understand and comply with the Equal Opportunities Policy.

Health and Safety

- To ensure a work environment that protects peoples' health and safety and that promotes welfare, and which is in accordance with the Trust's Health and Safety policy.
- To comply with the requirements of Health and Safety, or relevant legislation and Academy/Trust documentation.

Corporate Responsibilities

- To assist with student needs as appropriate during the school day.
- To show support for and uphold our ethos, value, all policies and procedures.
- To promote high standards in attendance, punctuality and appearance adhering to Staff Code of Conduct.
- To support the induction of new staff, students and apprentices.
- To communicate effectively and professionally, both orally and in writing.
- To make a positive contribution to the wider life and ethos of the school.
- To act with professionalism, integrity and with due regard to matters of a confidential nature at all times.
- To comply with any reasonable request from a manager or Principal to undertake work of a similar level or commensurate with role and level of responsibility that is not specified in this job description.

Notes

- a) The above responsibilities are subject to the general provisions of the appropriate conditions of service document.
- b) The detail of the duties will be determined following consultation with the post holder.
- c) The Trust operates a no smoking policy on campus.

Note 1: The content of this job description will be reviewed with the post holder on an annual basis in line with the performance management cycle. Any significant change in level of accountability that could result in a change to the interim grade must be discussed with the post holder and representative where necessary.



Special Features

- The postholder shall be required to work in any of the schools/academies within The de Ferrers Trust group of academies as directed by the Chief Executive.
- Be a professional role model, and understand and promote the aims and values of the Trust.

PERSON SPECIFICATIONS: SENDCo

Education & Qualifications	Essential	Desirable
Qualified teacher with strong knowledge and experience of pedagogy and learning theory.	✓	
Evidence of further accredited professional study such as MA, MED, NPQSL, NPQH.		✓
SENCo National Award.		✓
Experience		
An excellent classroom practitioner with consistently good/outstanding teaching and positive outcomes.	✓	
Recent experience of working successfully as a leader in a school.	✓	
Lead and manage others to successfully achieve agreed goals.	✓	
Working with a wide range of stakeholders in order to support students to overcome barriers to learning.	✓	
Leading whole school strategies to improve attitudes to learning and raise aspiration.	✓	
Coaching others to secure improvement.	✓	
Holding others to account to secure Academy improvement.		✓
Knowledge & Skills		
Good communication skills.	✓	
Ability to relate well to children and adults.	✓	
Have good organisational skills.	✓	
Ability to work constructively as part of a team and on own initiative.	✓	
Literacy, numeracy and ICT skills to analyse, interpret data and present key findings.	✓	
Personal Attributes		
Customer focussed.	✓	
Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.	✓	
Open, honest and an active listener.	✓	
Takes responsibility and accountability.	✓	
Committed to the needs of the students, parents and other stakeholders and challenge barriers to providing an effective service.	✓	
Demonstrates a 'can do' attitude including suggesting solutions, participating, trusting, and encouraging others and achieving expectations.	✓	
Is committed to the provision and improvement of quality of service provision.	✓	
Is adaptable to change/embraces and welcomes change.	✓	
Communicates effectively.	✓	
Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.	✓	
Acts with pace and urgency being energetic, enthusiastic and decisive.	✓	
Has the ability to learn from experiences and challenges.	✓	

Commitment		
Committed to The de Ferrers Trust values and aims, acting as role model demonstrating professionalism and consistent high expectations at all times which supports the ethos of the Trust	✓	
Recognise and respect difference between individuals and play their part in making the Trust more inclusive, aware of and committed towards diversity and equal opportunities.	✓	
Committed to own continual professional development	✓	
Other		
Ability to travel to other Trust sites	✓	
Is fluent in the use of the English language	✓	
<p><i>Note:</i></p> <p><i>In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:</i></p> <ul style="list-style-type: none"> <i>• Motivation to work with children and young people.</i> <i>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</i> <i>• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.</i> 		



KEEPING CHILDREN SAFE IN EDUCATION:

All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with. As such, all employees will undergo relevant background checks, including a Disclosure and Barring Service (DBS) Enhanced check with Barred List Check in order to satisfy our statutory obligations.

All adults employed by the Trust have a responsibility for data protection and have a duty to observe and follow the principles of the GDPR Regulations.



The de Ferrers Trust

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