



JOB DESCRIPTION

Post Title:	SENDCo
Accountable To:	The Principal
Scale:	MPS/UPS + TLR 2c

PURPOSE OF THE POST

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Teachers paid on the Upper Pay Range (UPR) have been assessed as 'highly competent' in all elements of the Teachers' Standards and their achievements and contribution to the Academy are expected to be substantial and sustained.

Members of staff should at all times work within the framework provided by the Academy's policy statements to fulfil the general aims and objectives of the Academy's Leading Learning Plan.

There is a 0.1 (half a day) weekly teaching commitment included in this post.

DEVELOPING PROFESSIONAL AND CONSTRUCTIVE RELATIONSHIPS

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

WORKING WITHIN THE LAW AND FRAMEWORKS

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people, including reading and implementing the academy's key safeguarding materials which include:
 - The Academy's Child Protection Policy,
 - The Academy's Positive Discipline and Behaviour policy
- Familiarise yourself with the content within Appendix A of: '*Keeping Children Safe in Education*'.
- Have responsibility for registering Pupils and reporting any Pupils missing following the Academy protocol.
- Know how to identify potential child abuse and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.

SENDCO DUTIES, RESPONSIBILITIES AND ACCOUNTABILITIES

- To work in collaboration with the GORSE Partnership Director of SEND to ensure the academy's SEND provision is exemplary.
- To lead SEND best practice and pedagogy in order to secure the highest expectations and outcomes for all of pupils.
- To provide professional leadership of SEND across the academy in order to secure high quality teaching, effective use of resources and improved standards of achievement and progress for all pupils, reporting back to the Senior Leadership Team and Principal.
- To work closely with teachers in the academy, to ensure that systems and procedures are in place to provide the very best outcomes for children with SEND.
- To use assessment information strategically to develop meaningful systems of support and intervention and monitor impact on pupil progress.
- To use a range of monitoring and evaluation evidence in order to create detailed action plans which support whole school improvement.
- To work closely with the Academy's Inclusion team, to ensure that support and intervention for SEND pupils is carried out with focus and impact on a day-to-day basis.
- To liaise regularly with the Director of Specialist Education to ensure all documentation is up to date and to discuss individual caseloads where necessary.

PURPOSE OF THE POST - IN ADDITION TO THE RESPONSIBILITIES OF A CLASS TEACHER SET OUT IN TEACHERS' STANDARDS.

- To provide strategic direction with regard to SEND provision throughout the academy
- To have oversight of all children with SEND in the academy and their specific needs and levels of concern
- To identify areas for improvement with regards to SEND provision throughout the academy and formulate improvement plans, actions and monitoring processes to check on impact
- To monitor and review, using a range of data, the impact of SEND provision upon the progress of pupils.
- To work with the Academy's Inclusion Team, liaising with parents, carers and other professionals in respect of children with SEND
- To give advice and provide support to other practitioners in the academy and where appropriate other schools in the Trust, ensuring that there are effective lines of communication, and that staff have access to high quality resources
- To work collaboratively with the senior leadership team and governing body to manage the budget for SEND and make strategic decisions about the deployment of resources and staff
- To monitor all associated documentation, including that required on the academy website, ensuring that it is high quality and compliant
- To keep records of children with SEND, using such records to monitor the pupils' progress and plan action accordingly
- To attend Pupil Progress Meetings and where necessary EHCP/ SEND planning and review meetings, giving detailed feedback on the progress of pupils with SEND
- To monitor and evaluate the impact of any action taken with regards to pupils with SEND
- To advise staff to ensure that their quality first teaching practice is consistently effective and as inclusive as possible
- To keep up-to-date with developments to SEND provision and practice on a local and national level and be prepared to support staff, leading CPD where appropriate
- To ensure that the SEND policy is compliant and is being effectively administered
- To oversee the maintenance of the SEND register of pupils
- To ensure that awareness of SEND issues is maintained across all of the teaching staff
- To ensure accurate identification of pupils with SEND, through observation in the classroom, individual screening and analysis of assessments and reports
- To set realistic, measurable and achievable personal targets as part of appraisal in consultation with the Principal

DEVELOPING PRACTICE

- Evaluate your performance and be committed to improving your practice through appropriate professional development (i.e. training, mentoring etc.)
- Have a creative and constructively critical approach towards innovation; being prepared to adapt your practice where benefits and improvements are identified.
- Review the effectiveness of your teaching and its impact on learners' progress, attainment and well-being refining approaches where necessary.

PROFESSIONAL SKILLS

- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Adhere to departmental and/or Trust-wide, curriculum and examination rubric mapping and iterative assessment schedules.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range in which you teach and:
 - Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
 - Build on the prior knowledge and attainment of those you teach in order that learners meet learning objectives and make sustained progress
 - Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
 - Adapt your language to suit the learners you teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
 - Embrace Trust Teaching and Learning strands of consistency such as the incorporation of the Purple Zone
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas of development.
- Provide learners with regular, sharp, diagnostic marking and feedback in line with the Academy's marking and feedback policy. Create opportunities for learners to respond to the feedback, which is then checked, acknowledging progress or addressing further misconceptions.
- Use the marking and feedback process to develop well informed strategic seating interaction plans which adhere to the Trust's strands of consistency
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Establish a purposeful and safe learning environment, which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the Academy.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the Academy's behaviour policy.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

- Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Know the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local data to evaluate the effectiveness of your teaching, to monitor the progress of those you teach and to raise levels of attainment.
- Have a secure knowledge and understanding of subjects/curriculum areas and related pedagogy including the contribution that your subjects/curriculum areas can make cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for your subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support teaching and wider professional activities.
- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those you teach and how to take practical account of diversity and promote equality and inclusion in your teaching.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

PERSONAL RESPONSIBILITIES

- Hold positive values and attitudes adopt high standards of behaviour in your professional role.
- Carry out the duties and responsibilities of the post, in accordance with the Academy's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Take responsibility for safeguarding and promoting the welfare of children.
- Use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- Undertake training and professional development as appropriate.
- Undertake other duties appropriate to the post that may reasonably be required from time to time.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.

Person Specification

Criteria	Essential/ Desirable	Evidence	
Qualifications			
	E/D		
• Good honours degree in relevant subject	E	• Application Form	
• Qualified Teacher Status (or currently an ITT / GTP trainee)	E		
• Masters degree in education or similar	D		
Experience			
	E/D		
Either: • Successful placement(s), teaching (applicants currently in training) or: • Successful record of teaching including very good exam results (applicants who already have gained QTS)	E	• Letter of Application • Interview • References	
• Proven record of effective subject leadership	D		
• Experience of teaching across the whole primary age range	D		
• Experience teaching children with complex communication needs and/or Autism.	D		
• Significant contribution to the development beyond the classroom	D		
Knowledge and Skills			
• Detailed knowledge of current developments in education including the use of the Pupil Premium	E		• Letter of Application • Lesson Observation • Interview • References
• Knowledge and experience of intervention strategies	E		
• Very good classroom practitioner	E		
• Effective organisational skills	E		
• Ability to put vision into practice	E		
• Ability to devise new resources for learning	E		
• Commitment to the use of new technologies to enhance learning	E		
• Ability to work well with parents and carers	E		
• Very good classroom practitioner	E		
• Able to use interactive ICT systems for teaching and learning	D		
• Commitment to the use of new technologies to enhance learning	D		
• Ability to teach a second subject	D		
• Evidence of leading high quality extra-curricular activities	D		
• An ability to teach another subject	D		
Professional Values			
	E/D		
• High expectations	E	• Letter of Application • Lesson Observation • Interview • References	
• Learning should be fun	E		
• Commitment to practical learning	E		
• Willingness to use a variety of teaching strategies to engage all learners	E		
• Commitment to the personal development and well-being of children	E		
• Support for an enriched curriculum through out of hours learning and educational visits	D		
Personal Qualities			
	E/D		
• Passionate about learning and teaching	E		

GORSE

• Open minded, self-evaluative and adaptable to changing circumstances and new ideas	E	• Letter of Application • Interview • References
• Brings personal interest and enthusiasms to the academy community	D	
Continuous Professional Development		
• Evidence of commitment to Continuing Professional Development	E	
Other Conditions		
• Enhanced DBS Clearance	E	

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