



**Job Title:** SENDCo  
**Salary:** L3-L6  
**Hours:** Full time  
**Contract:** Permanent  
**Reporting to:** Principal  
**Responsible for:** Learning Support Team and Exam Access Arrangements

Voyage Learning Campus is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

## **Main purpose**

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

- Determine the strategic development of the special educational needs (SEND) policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENDCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD
- While the SENDCo will have responsibility for the oversight of provision for pupils with SEND or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

## **Duties and responsibilities**

### **Strategic development of SEND policy and provision**

- Have a strategic overview of provision for pupils with SEND or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND or a disability
- Make sure the SEND policy is put into practice and its objectives are reflected in the school development plan (SDP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Ensure that Exam Access Arrangements are in place and are applied to ensure the best outcomes for the CYP

## **Operation of the SEND policy and co-ordination of provision**

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEND or a disability, and advise on the graduated approach to SEND support
- Advise on the use of the school's budget and other resources to meet pupils' 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 professionals and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Oversee interventions that are specific to supporting students with SEND
- Analyse assessment data for pupils with SEND or a disability
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness

## **Support for pupils with SEND or a disability**

- Identify a pupil's SEND
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (CLA), where a looked-after pupil has SEND or a disability

## **Leadership and management**

- Work with the Principal and Management Committee to ensure the school meets its responsibilities under the Equality Act 2010, in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the SDP and whole-school policy
- Identify training needs for staff and how to meet these needs

- Lead INSET and contribute to the development of CPD for staff
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND or a disability
- Lead and manage teaching assistants working with pupils with SEND or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

### **Safeguarding**

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEND
- Remain alert to the fact that pupils with SEND may be more vulnerable to safeguarding challenges

### **Other areas of responsibility**

- Ensure that students are assessed and have access to exam access arrangements
- Safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENDCo will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Principal.

## Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<p>Qualified teacher status</p> <p>National Award for SEND Co-ordination, or a willingness to complete it within 3 years of appointment</p> <p>Degree</p>
<b>Experience</b>	<p>Teaching experience of at least 4 years</p> <p>Experience of working at a whole-school level</p> <p>Involvement in self-evaluation and development planning</p> <p>Experience of conducting training/leading INSET</p>
<b>Skills and knowledge</b>	<p>Sound knowledge of the SEND Code of Practice</p> <p>Understanding of what makes 'quality first' teaching, and of effective intervention strategies</p> <p>Ability to plan and evaluate interventions</p> <p>Data analysis skills and the ability to use data to inform provision planning</p> <p>Effective communication and interpersonal skills</p> <p>Ability to build effective working relationships</p> <p>Ability to influence and negotiate</p> <p>Good record-keeping skills</p>
<b>Personal qualities</b>	<p>Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</p> <p>Commitment to equal opportunities and securing good outcomes for pupils with SEND or a disability</p> <p>Ability to work under pressure and prioritise effectively</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to safeguarding and equality</p> <p>Commitment to advocate for vulnerable young people and challenge negative stereotypes</p>

### Notes:

This job description may be amended at any time in consultation with the post holder.

If you don't have all of the experience listed above, but are interested in applying, please contact the Principal's PA for a discussion.