



Job Description

Job Details

Job Title: SENDCo
Job Holder:
Job Level: TLR1 - £10,736
Line Managed by: Assistant Headteacher

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 postholder will carry out. They may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

Job Purpose

1. To ensure that Wadebridge School ensures a fully inclusive environment where no child is disadvantaged because of a special educational need, disability or medical condition.
2. To lead, manage, develop and maintain high quality SEND provision, including high quality teaching, excellent learning outcomes and success for all students.
3. To fulfil the professional responsibilities of a teacher (timetable by negotiation) as set out in the Teachers' Pay and Conditions document.
4. To make a significant contribution to the leadership and management of the school. Assisting the Headteacher in providing professional leadership, which secures success and improvement, ensures high quality education for all its pupils and improved standards of learning and achievement.
5. To safeguard and promote the welfare of all children following all school policies and the staff code of conduct.
6. To support the creation and maintenance of an environment conducive to effective learning, good teaching, good behaviour and discipline.
7. The effective management of, and accountability of the school to all stakeholders.

Principal Accountabilities

Leadership of SEND

- The strategic development and direction of the SEND provision; ensuring that the school's statutory responsibilities are met and that SEND is represented in whole school policies, procedures and improvement planning
- To maintain an accurate SEND register and appropriate provision maps
- To be aware of the provision in the local offer
- To lead and support in the process of early identification, assessment and provision in line with the SEND Code of Practice, including at key transition points
- Support all staff in understanding the needs of SEND students and ensure that appropriate actions are included in the whole school and subject specific RAPs
- To provide specialist advice and support at every level, to pupils and their families
- To monitor progress of objectives and targets for students with SEND
- To evaluate the effectiveness of teaching and learning using the school's Learning Review process and use these outcomes to guide and inform future improvements
- To analyse and interpret relevant school, local and national data and advise the Senior Leadership Team and Trustees on the level of resources required to maximise achievement
- To ensure value for money and the effective deployment of the relevant income / budget linked to SEND
- To liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision; attending meetings where appropriate

- To keep up to date with new legislation, research and initiatives in order to promote best practice and review the SEND policy as appropriate
- To ensure that the school is following JCQ regulations through quality assurance of Exam Access Arrangements, working closely with the Examinations Officer and other key staff

Leading Staff

- To line manage the Curriculum Support Team
- To co-ordinate all Annual Reviews and attend / chair as necessary
- To lead meetings as appropriate and to ensure that the Curriculum Support Team are kept up to date with key information
- To plan and support the continuing professional development of the Curriculum Support Team
- To promote the professional growth of the Curriculum Support Team through a process of discussion, planning and review within the school's performance management system
- To provide professional guidance to all staff to secure the highest standards of teaching for SEND students
- To provide support and guidance on: assessment of need, teaching, student achievement, target setting (including IEPs), developing a recording system for progress
- To advise on and contribute to the professional development of all staff, including whole school INSET provision
- To provide regular support and information to staff, the Senior Leadership Team and Trustees on the evaluation of SEN provision and the subsequent priorities for expenditure, deployment of staff and the efficient use of resources
- To support new staff with their induction
- To advise and assist the Headteacher in matters of recruitment

Teaching & Learning

- Support the identification of, and disseminate the most effective teaching approaches for students with SEND
- Each day, ensure the effective deployment and co-ordination of staff and utilise resources with maximum efficiency
- Maintain and develop resources; working with staff to develop effective ways of bridging barriers to learning
- To deliver key interventions within the classroom e.g. Phonics, Toe to Toe and Accelerated Reader
- To establish constructive relationships with students and interact with them according to individual needs
- Work with the Senior Leadership Team, classroom-based staff, Key Stage and Student Support Teams to ensure all students' learning is of equal importance and that there are high expectations, promoting self-esteem and independence
- Collect and interpret specialist assessment data to inform practice
- Consider the range of teaching strategies / equipment that could be utilised for students on EHCPs and also on the Record of Need

5 Key Competencies

- The highest level of emotional intelligence, including resilience and self-awareness, enabling support for personal, colleagues and children's emotional health and well-being
- To secure commitment to the team vision and ethos through personal impact, presence and the ability to lead and work as part of that team
- Set standards and provide a role model for students and staff through challenge and support
- To engage all stakeholders and the wider community in providing support for the provision of excellence
- A full understanding of *Every Child Matters* and its impact on all aspects of a child's development and future success