



JOB DESCRIPTION & PERSON SPECIFICATION

JOB ROLE: SENDCo

Reports to: Headteacher

Grade: L7 – L11

JOB DESCRIPTION

Overall Responsibilities:

The main purpose of the role is to deliver a provision to raise education achievements for special educational needs (SEN) pupils. Your responsibilities will include devising the school strategy to help ensure that every child who is classified as SEN is supported to help them reach their full educational potential.

Duties and responsibilities:

Strategic Direction and Development of SEND Provision in the School

- Be responsible for developing the strategic direction of the SEND department
- Oversee the day-to-day operation of the school's SEND policy and coordinating provision for children with SEND
- Monitor and review SEND need and provision including completion of EHCPs & annual reviews as well as the allocation of resources, ensuring the school enacts a graduated approach to SEND support and provision is fit for purpose
- Develop the Key Worker programme to provide support for the students most in need
- Liaise with LCC, where required, to access specialist support and assessments of need
- Identify students with underlying needs, for example through use of screeners, Reading Assessments, Numeracy Assessments & National Data
- Work with the Deputy Heads (Curriculum and Care & Guidance) to review and implement the school SEND strategy and to monitor the impact of intervention
- Advise the Business Manager on the deployment of the school's SEND budget and other resources to meet pupils' needs effectively
- Work with the Headteacher and school governors to ensure that the school meets its responsibilities under all relevant legislation
- Ensure that school policies and procedures are in line with the latest government SEND policies and regulations
- Attend Heads of Year/ Heads of Faculty meetings, as appropriate, providing advice regarding SEND

- Attend a selection of Governor committee meetings providing advice & updates regarding SEND
- Ensure SEND compliance is evidenced including preparation and readiness for inspection and audit
- Work with the school Exams Officer set appropriate access arrangements for Exams, based on students' normal ways of working. Access arrangements to be in place by the end of Year 10 and 12 at the latest for the following year's public exams, unless there are exceptional circumstances
- Undertake annual training to ensure knowledge of access arrangements remains up-to-date and ensure compliance with JCQ regulations
- Ensure that the school keeps the records of all pupils with SEND up to date
- Manage the Pupil Passport system, including quality assuring documents to ensure they provide relevant and effective information. Review & adapt the passport system as appropriate.
- Communicate with parents including arranging parents' meetings and multi-agency meetings

Teaching & Learning

- To support the identification of and disseminate the most effective teaching approaches for students with SEND
- Work with the senior leadership team (SLT) and staff to develop effective ways of bridging barriers to learning through:
 - To monitor teaching quality and student achievement
 - Set targets
 - Undertake day-to-day co-ordination of SEND students' provisions through close liaison with staff, parents and external agencies

Leadership

- Lead and manage the SEND Faculty
- Mentor & develop the Assistant SENDCO(s) to enable them to lead & manage their specific areas and the faculty in your absence, if required
- Lead the mentoring & development of Key Workers
- Provide professional guidance to staff to secure good teaching for SEND students, through both written guidance and meetings
- Advise on and contribute to the professional development of staff, notably:
 - Teaching Assistants
 - Teaching Staff
 - Whole school INSET provision where appropriate
- Provide regular information to the Senior Leadership Team and governing body on the evaluation of SEND provision

Transition

- Manage successful transitions into school for SEND pupils by:
 - working with the Heads of Year in organising enhanced transition arrangements for Year 7 & Year 12 pupils and Mid-Year admissions
 - liaising with feeder Primary Schools & Parents
 - contributing to provision planning meetings for new pupils

Inclusion

- Support inclusion at William Farr by:
 - Working proactively with the Hub and the Care & Guidance Team to support SEND students with behavioural issues, developing strategies to ensure that they succeed at WFS
- Where appropriate attend the following meetings:
 - Post-suspension re-integration
 - Team around the family (TAF)
 - Pastoral support plan (PSP)
- In time it is expected that this would be delegated to Assistant SENDCo(s) & suitably trained TAs

Attendance at Senior Leadership Team (SLT) & Governors' Meetings

- The SENDCO at William Farr School will attend SLT Meetings as part of the Head of Faculty programme. They may also be required to attend to discuss specific elements of SEND strategy. They will ensure that the school maintains a clear SEND strategy, delivering effective SEND provision across the school.
- The SENDCO will also attend at least one Governors' Meeting to discuss the SEND strategy and answer any questions the Governors may have.

General

Be aware of and comply with all school policies and procedures particularly relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Carry out all duties regarding the school's policies and codes of conduct.

Participating in training and other learning activities as required and to participate in appraisal and professional development.

Set high expectations of conduct, whilst acting as a good role model for others.

PERSON SPECIFICATION

Qualifications, Knowledge and Experience

	Essential	Desirable	Assessment
Qualified teacher status either in a primary or secondary setting	✓		Application
National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment	✓		Application
Further degree or professional qualification		✓	Application
A minimum of five years' teaching experience	✓		Application
Experience of working at a whole-school level		✓	Application/Interview
Involvement in self-evaluation and development planning	✓		Application/Interview
Experience of conducting training/leading INSET		✓	
Experience of line managing staff		✓	
Sound knowledge of the SEND Code of Practice	✓		Application/Interview
Understanding of what makes 'quality first' teaching, and of effective intervention strategies	✓		Application/Interview
Ability to plan and evaluate interventions	✓		Application/Interview
Data analysis skills and the ability to use data to inform provision planning	✓		Application/Interview
Good record-keeping skills	✓		Application/Interview
Clear understanding of the school's safeguarding procedures	✓		Application
Effective leadership skills and strategies		✓	Application/Interview
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	✓		Application/Interview
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	✓		Application/Interview

Personal Qualities

Effective communication and interpersonal skills	✓		Interview
Ability to build effective working relationships	✓		Interview
Ability to develop a clear strategic vision and direction for areas of responsibility and translate this into practical policies and practice		✓	Application/Interview
Commitment to safeguarding, inclusion and equality,	✓		Interview
Ability to work under pressure and prioritise effectively	✓		Interview
Commitment to always maintaining confidentiality	✓		Interview