



SENDCO at Wykham Park Academy

Job Description

The SENDCO at Wykham Park Academy shall carry out the professional duties as described in the School Teacher Pay and Conditions document, and in accordance with the DfE SEND Code of Practice (last updated 30 April 2020). The SENDCO is directly accountable to the Assistant Principal with the responsibility of SEND to contribute to the educational success of students with SEND.

Job Purpose

- To promote the strategic direction of SEND across the Academy
- To lead, develop and manage a high standard of provision for learners with SEND, ensuring that the standards of attainment and achievement are high and SEND students make accelerated and sustained progress.
- To develop provision for students with identified SEND and ensure that legal and statutory requirements are met.
- To ensure that all staff, students and parent are informed about students' SEND needs and appropriate strategies are communicated which are routinely monitored and reviewed for impact.

Salary: Leadership Scale 7-11 (£54,816-£60,488)

Responsibilities and Tasks

Strategic Development

- To develop systems to ensure robust identification of students with SEND across the Academy
- To raise standards of student progress through targeted intervention and support so that all SEND students make at least expected progress

Identification of Need

- To work alongside the Associate Principal to routinely analyse Academy data (including behaviour, attendance and progress data) to assess the needs of all students to identify students with SEND and collate, share this information with all key stakeholders
- To ensure that all students on entry to Year 7 are assessed and that those with SEND are identified and provided with an appropriate programme of support. This transition will involve routine liaison with the feeder Primary Schools and parents in advance of the academic year and an induction programme with strategies created and shared appropriately
- To develop and maintain a system of referral from heads of schools, subject co-ordinators, classroom teachers and parents to identify students who present a concern, and to assess their need accordingly

- To provide screening and assessments for new admissions
- To identify students with external agency support to ensure their needs are identified and the appropriate support is actioned across the Academy
- To shadow and observe students to identify need in lessons as appropriate
- To use data to identify students who are on the Medical Register and to oversee the system where a Care Plan is created by the School Nurse and shared with key staff, students and parents appropriately. To co-ordinate the support and intervention a student with medical need may have and instruct staff as to how to manage the student. To liaise with external agencies, such as the School Nurses, Diabetic Nurse etc. to ensure medical needs are met.

Develop Provision to meet Student Need

- To ensure that all provision meets the requirements for the delivery of appropriate support for students with Statements of Special Educational Need or Education and Health Care Plans. To lead Review Meetings, liaise with students and parents to work collaboratively to set realistic and achievable IEP targets and review these targets for impact.
- To develop and oversee IEPs and Student Profiles which contain appropriate strategies to support the student and ensure that this is communicated with students, parents and key staff. To advise and support classroom teachers when implementing these strategies
- To co-ordinate and map the provision of interventions and deploy resources (including learning support advisors) effectively.
- To liaise with parents about learning support provision before, during and after the point of entry into the Academy and to keep them informed of any changes as a result of reviews undertaken or additional relevant information
- To routinely monitor and review the provision using track-through evidence to ensure impact is made upon student progress
- To provide targeted support to enhance learning and improve attainment.
- To train and support learning support advisors to ensure they are competent to deliver quality support and intervention across the Academy
- To liaise with external agencies to seek advice, to research and utilise a range of activities, courses, organisations and professional bodies to enhance provision for students
- To ensure that the detail of the IEP or Student Profile is communicated with all stakeholders who will support the student (tutor, teacher, subject co-ordinator, head of school, parent, external agencies etc) and to use relevant meetings and other forums to disseminate practice
- To further develop a broad range of interventions within the Academy provision through research into good practice from other schools and keeping up to date with educational theories to inform practice in line with the local offer
- To develop and oversee various in-house programmes to support identified learning needs

- To assist the Associate Principal to manage the SEND budget to develop effective provision of support and develop management of resources which ensures all SEND students receive their entitlement to support
- To develop rewards and a system to celebrate effort and achievement for students with SEND
- To make referrals to other agencies and services including the School Nurses, Social Services, CAMHS etc, to ensure their needs are met
- To attend the Inclusion Forum and ensure that any student who is raised with a SEND concern has their need appropriately met by the Inclusion Team, whether this is internally met or referred externally, and that the action is monitored and reviewed for impact

Exam Access Arrangements

- To identify students who require additional Exam Access Arrangements through liaison with subject coordinators, Academy data and thorough assessment of needs. To collate this list and apply for Access Arrangements following the Academy procedure
- To work closely with the Exams and Assessment Team to ensure all valid evidence is prepared to support all applications
- To ensure that students, parents, teachers, subject co-ordinators and heads of schools are informed as to who has an access arrangement and what the practice should be in the classroom to further support this student
- To co-ordinate learning support advisors time to implement Access Arrangements and develop the resource by training additional Academy staff and using technology to provide a full provision of access

Monitoring of Provision and Intervention for Impact

- To develop and oversee tracking records and systems which enable the routine analysis of Academy data to monitor and evaluate the impact of interventions and modify as appropriate.
- To ensure that the entitlement of a student can be reported as appropriate to student, parent, key staff, Governors, external agencies etc.
- To liaise with alternative educational providers to ensure they meet the SEND needs of students referred to them
- To regularly report to the Heads of Schools and Associate Principal on the impact of intervention on student progress and to review the provision as appropriate
- To prepare an annual report to demonstrate the impact of SEND funding for the Governors

Promotion of SEND across the Academy

- To work with the Associate Principal to promote the SEND strategic direction across the Academy and support staff to employ good practice within the classroom
- To provide regular information to the Principal and the Governing Body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision-making and policy review

- To lead staff training on SEND in addressing specific needs, and to contribute to the Academy's induction of new staff programme
- To advise and support staff in development of SEND practice through support in lessons, discussion forums, sharing practice at meetings etc
- To develop understanding amongst staff of learning needs and the importance of raising achievement among students
- To keep up to date with and advise on national initiatives and policy changes within the SEND sector

Line Management

- To line manage the learning support advisors, including providing professional development, performance management, identification of training requirements, scheduling of work and supervision of duties

SEND Progress

- Help organise and take part in Academic Tracking Periods and Days;
- Support and attend parents evenings and relevant evenings for the year group;
- Arrange and promote activities within the year group;
- To be responsible for achieving high levels of attendance for students in the year group; • Liaise and work with other agencies and academy colleagues to remove barriers to learning.

SEND Behaviour for Learning

- To be responsible for monitoring and, where required, improving student behaviour for learning in the year group, in liaison with the AP Heads of School;
- Keep and respond to reports of student behaviour both positive and negative;
- Regular liaison with the Admin Officer (Attendance) to monitor attendance and punctuality;
- Make contact with parents to discuss issues of student behaviour and progress;
- Liaise with outside agencies to support progress and transition;
- Meet regularly with the Associate Principal;
- Ensure that appropriate records are kept on each student and tutor group and that action is taken where necessary.

SEND Student Guidance and Support

- To be responsible for the positive personal development of students in the Year Group
- Liaise with the SEND team to support all students;
- Take steps to prevent bullying and support victims of bullying;
- Maintain contact and build positive relationships with parents of students in the Year Group;

- To support and develop young people's potential in a safe and supportive setting;
- To support the Academy's mission statement, vision and strategic objectives;
- To attend all relevant and appropriate meetings as documented on the academy calendar;
- Participate with Academy CPD and Performance Management processes;
- To undertake any other duties commensurate with the post as may be required by your line manager or the Principal;
- To be responsible for promoting and safeguarding the welfare of children and young persons that the postholder is responsible for or comes into contact with.

Teaching Duties

- To teach groups and individuals as required by the Academy.
- To meet the requirements as set out in the national Teachers' Standards.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in Academy and elsewhere;
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required;
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students;
- To ensure that ICT, Literacy, Numeracy and Academy subject specialism(s) are reflected in the teaching/learning experience of students;
- To undertake a designated programme of teaching;
- To ensure a high-quality learning experience for students which meets internal and external quality standards;
- To prepare and update subject materials;
- To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus;
- To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework;
- To undertake assessment of students as requested by external examination bodies, the subject area and Academy procedures;
- To mark, grade and give written/verbal and diagnostic feedback as required.

General

- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

- The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Special Conditions of Service

- Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.
- As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate the nature of such conviction/s.

Equal Opportunity

- The post holder will be expected to carry out all duties in the context of and in compliance with the academy's equal opportunities policies.
- This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve

Role review

This job description sets out the main duties of the post at the time of drafting. It cannot be read as an exhaustive list. These responsibilities will be discussed annually as part of the Associate Principal's annual performance review and are subject to change. However, it may be altered at any time subject to need in consultation with the postholder subject to the Principal's approval.

Wykham Park is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

SENCO Person Specification

Assess by application (A) Assessed by the recruitment process (R)

1. Knowledge and Qualifications	Essential	Desirable
Degree or equivalent	A	
Qualified Teacher Status	A	
Accredited SENDCO qualification or working towards an accredited SENDCO qualification	A,R	
Willingness to participate in NPQML/SL		A,R
2. Professional Experience	Essential	Desirable
Successful teaching experience	A,R	
Experience of curriculum management issues	A,R	
Experience of team work and supporting colleagues effectively	A,R	
3. Teaching and Learning	Essential	Desirable
Knowledge of curriculum developments related to the post	A,R	
Ability to communication effectively with different audiences, orally and in writing	A,R	
Ability to use recent developments to inform own and others practice	A,R	
Good ICT Skills , ability to us ICT both as a teaching tool and for administrative purposes	A,R	
Good understanding of how students learn and how to raise standards of achievement	A,R	
Excellent organisational skills	A,R	
The ability to interpret and act on a wide range of key data	A,R	
To support the continuing professional development of colleagues including their own	A,R	
4. Personal Qualities	Essential	Desirable
A passion for education and making a difference	A,R	
Vision and the ability to implement it	A,R	
Leadership skills	A,R	
The ability to command respect from colleagues, parents, governors and the local community	A,R	
The capacity to inspire and motivate others, adults and students	A,R	
Excellent attendance and punctuality record	A,R	
Energy, enthusiasm, commitment, integrity, and good sense of humour	A,R	

A friendly, approachable and non-confrontational manner combined with the ability to be firm	A,R	
Prepared to listen to others and share ideas	A,R	
Developing successful relationships with students, staff, parents and governors	A,R	
Work well under pressure, prioritise and meet deadlines	A,R	

Commitment to equal opportunities; the ability to support and develop the Academy's Equal Opportunities policies	A,R	
Exhibit a belief in the values of Aspirations Academies Trust and in the value of research in school improvement	A,R	