

Job Description

Main Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. The post holder will have a reduced teaching timetable across the school and we welcome teachers with any subject background.

Purpose

To be responsible for the achievement and inclusion of all students with SEND across the 11-19 curriculum. To lead teachers and support staff to raise the achievement of students with SEND, including:

- Teaching and learning
- Self-evaluation of progress of students with SEND to contribute to the school self-evaluation documents and School Development Plan
- Assessment, recording and reporting
- The work and professional development of staff in the department and teachers throughout the school where they teach students with Special Needs

The post-holder is expected to be an effective and successful teacher who shows a high level of commitment to the school and offers positive support for its aims, values and future development. The SENDCo has an important role to play with the headteacher and governing body in determining the strategic development of the SEND policy and provision in the school to secure good and outstanding outcomes for students with SEND.

The SENDCo will have day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual students with SEND and those who have EHCP's

Leadership

- Ensure that all members of staff within the school recognise and fulfil their statutory responsibilities to students with additional and special educational needs
- Lead the staff in developing accessible learning experiences for students with additional or special educational needs to improve student outcomes including working across the Gatehouse Green Learning Trust.
- Provide training opportunities for learning support assistants and other teachers

to enhance learning for students with additional and special educational needs

- Disseminate good practice in meeting the needs of groups of students and individuals across the school
- Identify resources needed to meet additional and special needs of students and advise the head teacher of priorities for expenditure
- Consult and work with staff to ensure that individual intervention and support is built on in the classroom to improve student outcomes
- Develop consultation groups with parents in order to improve communication and respond to their knowledge of their children's difficulties
- Lead and coordinate the Annual Review process and represent the school at Annual Review meetings.
- Lead on and coordinate the Learning Support Team.
- Ensure that staff have access to appropriate training to meet additional and special needs to enable the school to continue to improve outcomes for students with such needs.
- Lead on the successful KS2/3 transition of student with identified SEND

Teaching and learning

- Identify and adopt the most effective teaching and learning approaches for students with special educational needs which includes low levels of literacy and numeracy
- Ensure that all staff in the school have sufficient knowledge, skills, support and advice to teach students with additional needs effectively
- Evaluate teaching and learning activities to make judgements about how effectively they ensure all students make expected progress.
- Identify and teach study skills that will develop students' ability to work independently
- Ensure that the most effective teaching approaches are adopted by subject teachers in the classroom
- Liaise with other schools to ensure continuity of support and learning when transferring students with additional learning needs
- Collaborate with curriculum and subject leaders so that the learning for all children is given equal priority
- Work closely with all staff to create solutions for students with SEND who are becoming disengaged and/or disaffected

Recording and assessment

- Set appropriately challenging targets to close the gap between SEND and non-SEND students
- Collect and interpret specialist assessment data
- Liaise with the Examinations Officer to ensure that appropriate access arrangements for exams are in place with the support of the Assistant SENDCo
- Ensure effective Assess Plan Do Review systems in monitoring the progress of students identified with additional learning needs, in line with the Code of Practice
- Monitor and evaluate progress against targets to inform intervention to secure improved progress
- Update the Headteacher and Governing Body on the outcomes and effectiveness of provision for students with special educational needs

Financial management

- Manage SEND funding effectively through prioritising aims as identified in the development plan, statutory/non-statutory provision and school development priorities
- Apply for Top-Up funding for students from the local authority or post-16 provider

Departmental personnel

- Contribute to the appointment and induction of new staff
- Undertake effective performance management of all staff
- Provide opportunities for the development of staff skills and knowledge

Standards and quality assurance

- Support the aims and ethos of Ashton Park School
- Attend and participate in open evenings/mornings and student performances
- Uphold the school's behaviour and safeguarding policies
- Participate in staff training
- Attend whole staff and Extended Leadership Group meetings
- Lead meetings with the Learning Support Team

- Develop links with school governors, Bristol City Council, Schools within the Gatehouse Green Learning Trust and neighbouring schools.

Other duties and responsibilities

- Support Wellbeing Leads in the coordination of multi-agency planning meetings
- Meet regularly with Leaders to ensure outstanding progress of students with additional and special educational needs
- Liaising with the relevant designated member of staff where a looked after student has SEND
- Liaising with the relevant designated member of staff where a student with pupil premium has SEND
- Feedback on national and local initiatives to inform and develop best practice in school
- Respond to parents and develop closer positive relationships so that their opinions and thoughts about their children are valued

Liaising with external agencies including educational psychologists, health, social care professionals, and other relevant agencies who may be providing SEND support and advice to the school, a student and their family.

Person Specification	
Senior Leader SEND Co-ordinator	
QUALIFICATIONS	E Essential D Desirable
Qualified Teacher Status	E
Degree status or equivalent	E
SENCO Training completed or recent experience as a SENCo	D
EXPERIENCE	
Teaching which must include some experience working in a comprehensive secondary school	E
Raising achievement of students with SEN	E
Leading others, teaching and support staff	E
Performance management of teaching staff and / or support staff	D
Setting challenging and ambitious targets for staff and students	E
Being responsible for a significant number of students in addition to own teaching group	D
Developing teams of individuals	E
PROFESSIONAL DEVELOPMENT	

Broad and relevant professional development which has led to an improvement of	E
- You as an individual - The school/ college in which you currently work	E
SKILLS, ATTRIBUTES AND DISPOSITIONS	
Inspirational leadership, ability to build commitment to a common vision and goals to provide strategic direction for inclusive policies and practice	E
Creativity originality, ability to think and act innovatively	E
Able to analyse, interpret and present data	E
Committed to inclusive education	E
Able to demonstrate the principles and practice of effective teaching and learning	E
Able to give and receive effective feedback and act to improve personal performance	E
Ability to manage own work and other colleagues' work	E
KNOWLEDGE AND UNDERSTANDING RELATING TO:	
Maximising impact of LSA deployment on student outcomes	E
Working with external agencies to improve outcomes for students	E
Knowledge of code of practice, including leading on annual review process	E
Submitting successful applications for SEN funding	D
The use of ICT for effective learning	E
Excellent communication skills using a range of media for different audiences	E
School self-evaluation strategies and how these lead to an improvement in learning	E
Curriculum design and management	D
Assessment for learning and tracking student progress	E
Committed to safeguarding and promoting the welfare of children and young people	E
Knowledge of behaviour interventions to support learners with SEMH	D
Communication design and management including alternative Key Stage 4 programmes	D