
Job Description for Senior leader: SENDCo

Responsible to: Deputy Headteacher: Teaching and Learning

Based at: Dinnington High School

Paid on: L6-L10

OVERALL PURPOSE OF THE POST

- As a senior leader you play a vital role of the extended leadership team and as such will advocate for students with SEND needs ensuring that the quality of provision effectively meets their needs to exceptional progress.
- Ensure full compliance with the SEND Code of Practice (2015) and the Children and Families Act (2014).
- Ensure early identification, assessment and provision for pupils with SEND across the four broad areas of need.
- Lead on the development and review of the SEND Information Report and Local Offer.
- Promote co-production with parents/carers and ensure pupil voice is central to SEND planning.
- Champion the needs of those with SEND.
- As nominated SENDCo you will ensure that the Special Education Needs provision is both efficiently and effectively managed. The range of responsibilities delegated to the SENDCo regarding provision and coordination is outlined below.
- Take strategic oversight and leadership of the alternative curriculum pathway, leading and supporting other senior leaders.
- Alongside the Headteacher and Governing Body, take all responsibility for the day-to-day operation of provision made by the school for pupils with SEN and provides professional guidance to learning leads to secure a high quality of teaching and a strong universal classroom offer.
- Line management of ASENDCo, SEND Administrative Assistant, Inclusion Team.
- To work effectively as part of a team of three SENDCo's across the secondary phase to drive inclusive practice under the guidance of the Director of Inclusion

MAIN DUTIES

Areas of Accountability

Shaping the future: Strategic Direction

- To make a significant and notable contribution to the strategic development of the Academy as well as taking personal responsibility for the day-to-day management, control and operation of SEND provision including effective deployment of LSA's, exam access, Inclusion team and Alternative provision (Internal and external)
- To actively support as well as strategically develop and maintain Academy policies and practices and to ensure that the voice of the SEND student is heard. This will include being responsible for equal opportunities, disability equality policy and inclusion/ SEND policy.
- To energetically support the leadership of SEND including those students with SEMH need: to raise standards and outcomes in all areas of Academy life as it moves to become outstanding.
- To develop and implement plans for school internal alternative provision to better meet the needs of the most complex SEMH children.
- With the Headteacher, ensure that plans for SEND children are rigorously evaluated and result in courses of action that are competently implemented and thoroughly embedded to effectively evidence impact.

- To work with the Headteacher to develop and sustain a challenging and clearly articulated vision for the Academy, which sets high standards for all students and which is understood, shared and acted upon effectively by students, staff and the Trust Board.
- Demonstrate the Mission and Values of Dinnington in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- To actively engage and forge supportive partnerships with all stakeholders including parents, members of the Trust Board, learning community partnership schools, other secondary schools and colleges, business and community partners, and the wider community as appropriate, all in line with Academy strategic objectives.
- To maintain an agenda of high standards that is 'child centred, progress focused', and do so without complacency or compromise.
- Ensure the sustained raising of aspiration, achievement and attainment, is met through an inclusive, nurturing and innovative lifelong education environment.

Quality of Academy Provision

- To be a visible presence and high-profile member of the Academy's senior leadership team modelling the highest professional standards and supporting all staff to maintain an environment that allows students to grow and thrive.
- To ensure the quality of educational provision for our SEND students including a broad and balanced curriculum, inspiring teaching and assessment that is fit for purpose providing memorable learning experiences that prepare students for the next stage of life.
- Ensure the delivery of an inclusive and equitable curriculum, irrelevant of students SEND and social disadvantaged social disadvantage, which takes into account the unique needs and qualities of every young person; supporting them to grow in character, resilience and confidence.
- Promote spiritual, moral, social, cultural, mental and physical development of students, and prepare them for the opportunities, responsibilities and experiences of later life.
- To have high expectations for behaviour and establish clear and consistent routines to ensure a calm and orderly environment where student's exemplary behaviour allows them to thrive.
- To promote and secure good and outstanding teaching, effective learning, high standards of achievement, good behaviour and discipline, which enables teachers to meet their professional standards.
- Undertake a teaching commitment and model outstanding classroom practice.
- To actively seek opportunities to collaborate with other academies, innovative and high achieving schools in and beyond the locality to share and develop excellent pedagogies.
- Overseeing and monitoring the quality of student profiles and other support plans and maintaining detailed information for subsequent meetings with parents.
- Oversee the review meetings for all SEND students
- To work closely with the Pastoral and Reengagement Teams to ensure all student needs are met through the wide range of provision available including Family CAFs and multi-agency meetings.
- Lead on the Academy's Y6 bridging provision.

Securing Accountability

- To secure cost-effective provision for all pupils with EHCP's through effective use of provision map and liaison with the local authority.
- To ensure personal leadership provides a strong sense of direction and is relentless in its pursuit to improve the quality of education and experience for all students.
- To set high standards as a leader, modelling at all times, the highest possible standards of professionalism, ethical leadership, dress sense and personal behaviour.
- To work actively with other members of the Academy Leadership Team in monitoring the performance of both professional and co-professional staff in line with the Academy's appraisal policies, strategies and practices.
- Work with the Trust Board and the Headteacher (providing robust updates against key performance indicators and objective advice and support) to enable both to meet their responsibilities.
- Ensure that individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.

- Develop and present a coherent, understandable and accurate account of the Academy's performance in relation to specific area of responsibility to a range of audiences including Trustees, parents and carers.
- To ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Monitoring the quality of SEND provision by establishing effective systems to identify and meet the needs of students, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed
- To work closely with the Designated Person for Safeguarding and attend training and meetings, when necessary and complete written reports.
- Disseminate procedural information such as recommendations of the code of practice or the schools own SEND policy.

Developing Self and Working with Others

- Motivate, inspire and enable all staff to carry out their respective roles to the highest standard.
- Ensure a high standard of professional development for all staff and for self, taking into account, needs identified through appraisal process, latest educational thinking and research; workload and staff wellbeing.
- Develop a culture of responsibility that recognises both excellence and supports appropriate strategies to deal with under performance in accordance with Academy appraisal and capability policies and procedures.
- To build a collaborative professional learning culture within the Academy.
- In conjunction with the Headteacher endeavour to recruit and retain ambitious, hardworking and well qualified staff.
- Develop and maintain effective strategies and procedures for staff induction.
- Reflect on personal performance and contributions made to Academy achievements, whilst taking account of feedback from others in order to improve practice.
- To work, through the Academy's line management system, with appropriate staff, in ensuring a safe working and learning environment through application of appropriate risk assessment and adherence to current Health and Safety regulations.
- Treat everyone within the Academy fairly and equitably.
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the SEND Team.

Strengthening the Community

- Create and maintain a trusting partnership with parents and carers that will actively and positively improve students' achievement and educational experience;
- To seek opportunities to invite parents and carers, community figures, and those from the wider community, business or other organisations into the Academy to enhance and enrich the Academy and its value to the wider community.
- To seek opportunities to positive promote the Academy on a variety of social media networks or through the local press.
- To be present at events/activities where representation of Academy staff is required as directed by the Headteacher.

Safeguarding children and young people

- Dinnington Academy is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

Equal opportunities

- To take responsibility, appropriate to the post for tackling unlawful discrimination amongst all groups in line with the Equality Act 2010.

Health and Safety

- To work in compliance with the academy's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the academy;
- To ensure compliance with procedures is observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training, instruction and supervision as necessary to accomplish those goals.

Data Protection

- To ensure compliance with all relevant legislation and GDPR regulations.

Other Duties

- The post holder will be subject to appraisal objectives agreed annually.
- The post holder is expected to carry out such other duties as may reasonably be assigned by the Headteacher.
- To take on any whole school initiative or responsibility that the Headteacher may direct.
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.
- To conduct daily duties during instructed times as instructed by the Headteacher.
- To attend weekly Senior Leadership Team meetings.
- To attend any activity out of school time as directed by the Headteacher.

All staff and senior post holders have a duty for safeguarding and promoting the welfare of young people. Staff must be aware of the Trust procedures for raising concerns about students' welfare and must report any concern to the designated officers without delay. Staff must also ensure that they attend the appropriate level of safeguarding training identified by the Trust as relevant to their role.

The post holder's duties must at all times be carried out in compliance with the Trust's Equality and Diversity Policy, and the post holder must take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety Act.

All staff are expected to support the achievement of the Trust's vision and strategic objectives and to demonstrate its values through their behaviour.

Person Specification for Senior Leader: SENDCo

There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> • A proven record of successful, middle or senior education management. • Ongoing engagement on leadership development. • Track record of providing inspiration, strategic thinking, planning and strong leadership and achieving successful outcomes for students, staff and governors. • Track record of delivering and sustaining progressive improvements in areas of responsibility. • Evidence of successful management of data provision. • Experience of successful and robust staff management. 	
Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Educated to degree level • Evidence of ongoing professional development • Completion of National qualification SEND or desire to complete NPQ- SEND within the next three years 	
Special Skills and Knowledge	<ul style="list-style-type: none"> • Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential. • Knowledge of effective technologies to support teaching, learning and management. • Full knowledge of the current Ofsted Framework. • Detailed knowledge of areas included in the job description. • Excellent knowledge and understanding of the use of data and key performance indicators in determining benchmarks to set school targets. • Knowledge of legislation and best practice in academy management and development. • Up to date knowledge of suspensions and permanent exclusion legislation and processes. 	<ul style="list-style-type: none"> • Knowledge and understanding of the role of the Governing Body. • Successful experience of working with Governors.

<p>Personal Skills and Qualities</p>	<ul style="list-style-type: none"> • Ability to develop effective relationships with students and staff. • Excellent communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively, to achieve desirable outcomes. • Strong ability to present to a wide range of audiences. • Excellent ability to make well-judged decisions based upon accurate analysis and interpretation of appropriate data or information. • High level pro-active and creative thinking to anticipate issues, address problems and pursue opportunities. • Strong resilience to operate in a challenging environment. • Readiness to seek and respond to advice and guidance. • Excellent collaborative working skills to perform effectively as part of the wider leadership team. • Expert and robust people management and leadership skills; to lead by example. • Determination to promote equality of opportunity throughout all aspects of academy life. • Ability to set, expect and monitor excellent standards. • Strong ability and drive to achieve challenging personal and organisational goals. 	
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