



Job title	Special Education Needs and Disabilities Co-ordinator TLR 2.1
Supervisory responsibility:	SEND Learning Leader and TAs
Direct supervision from:	SLT Line Manager for SEND
Responsible to:	Headteacher
Priorities for the post	To provide coherent and effective team leadership to ensure high quality bespoke support is tailored to meet the needs of pupils with SEND across the school to raise pupil achievement and improve value added.
Specific priorities for each area of development will be defined by the SLT Line Manager, with the postholder, in line with the school's strategic priorities	<ul style="list-style-type: none"> ✓ Enable everyone to be the best they can be, every single day ✓ Quality of Education ✓ Behaviour and Attitudes ✓ Personal Development ✓ Leadership and Management
Job purpose:	<p>With the SLT Line Manager for SEND, the SENDCO will:</p> <ul style="list-style-type: none"> ✓ Provide operational team leadership; ✓ Assure the quality of the support for all pupils with SEND; ✓ Engage in monitoring and evaluation; ✓ Promote staff development and wellbeing; ✓ Undertake process management; ✓ Engage stakeholders; ✓ Contribute to pupils' personal development.
The impact of this post will be reflected in the quality of our provision for pupils with special education needs and disabilities and the progress they make is response to the support they receive.	<ul style="list-style-type: none"> ✓ Ambitious and challenging achievement targets are met or exceeded; ✓ Value added measures put the school within the top 20% of schools nationally by 2026; ✓ Quality of Education, including our curriculum (intent, implementation and impact) is judged to be 'outstanding'; ✓ Leadership and management, and all related tasks are consistently effective and of a high quality.
The Special Education Needs and Disabilities Coordinator is expected to:	<ul style="list-style-type: none"> ✓ Be a positive role model in all aspects of SEND across The Corinium Education Trust's learning community; ✓ Lead by setting an example, providing consistently high quality support and classroom practice; ✓ Participate in CPD and engage in professional learning relevant to the post of SENDCO; ✓ Be familiar with the SEND Code of Practice, the School Inspection Handbook (Ofsted, Sept 2019, updated Sept 2023) and National Standards for Teachers (2011, updated Dec 2021); ✓ Model the Nolan Principles of public life, 'selflessness, integrity, objectivity, accountability, openness, honesty and leadership.'

For clarification the Special education needs and disabilities Coordinator (SENDCO) will:

1. Provide operational team leadership:

- 1.1. Work closely with the SLT Line Manager for SEND to assure the quality of education and take responsibility for the day-to-day operational management of the special education needs and disabilities team;
- 1.2. Articulate a clear vision for the pupils with special education needs and disabilities, share values and provide direction and support;
- 1.3. Support improvement through short, medium and long term planning;
- 1.4. Promote and secure high-quality support for learning and the effective use of resources to achieve the highest standards of achievement for all pupils with special education needs and disabilities;
- 1.5. Maintain a clear overview of the provision for pupils with special education needs and disabilities and any other group identified as making less progress than their peers, including opportunities for accelerating learning, KS2-3 transition and progression post 16;
- 1.6. Collaborate with other leaders within the school to ensure the school's curriculum has both challenge and breadth and provides the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experience of later life;
- 1.7. Oversee and develop the literacy curriculum and literacy provision across the school;
- 1.8. Contribute to the wider development of The Corinium Education Trust, the leadership of special education needs and disabilities as a member of the school's extended leadership team and other relevant time limited working groups, including CPD.

2. Assure the quality of education:

- 2.1. Work closely with the SLT Line Manager for SEND to ensure the provision for pupils with special education needs and disabilities is embedded securely and consistently across the school;
- 2.2. Contribute to defining the end points the school's curriculum is building towards and ensure learning opportunities are coherently sequenced so that new knowledge and skills build on what has been taught before;
- 2.3. Enrich the provision for pupils with special education needs and disabilities and ensure the statutory requirements of the national curriculum and exam specifications are fulfilled in relation to access arrangements;
- 2.4. Ensure the provision for pupils with special education needs and disabilities contains content that has been identified as the most useful and is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills;
- 2.5. Develop (in consultation with the SLT Line Manager for SEND and the SEND team) a range of stimulating and relevant programmes appropriate to the needs of pupils with special education needs and disabilities which help to fulfil the aims of the school;
- 2.6. Keep up to date with developments in the provision for pupils with special education needs and disabilities relating to both content and pedagogy, and ensure these are reflected in the team's practice;
- 2.7. Model creativity and share innovative practice in special education needs and disabilities' teaching, learning and assessment;
- 2.8. Lead, develop and implement new strategies for pupils with special education needs and disabilities and support core and transferrable skills including literacy (reading and extended writing) and numeracy across the curriculum;
- 2.9. Lead staff development of literacy provision across the curriculum and support faculties with their pedagogical approach to the delivery of disciplinary literacy;
- 2.10. Use assessment effectively to help pupils with special education needs and disabilities embed and use knowledge fluently, or to check understanding and inform further teaching;
- 2.11. Share accountability for the outcomes of special education needs and disabilities in all external examinations and the team's direct contribution to the school's statutory targets and strategic objectives for pupil performance, including attainment and progress, with the SLT Line Manager for SEND.

3. Engage in monitoring and evaluation:

- 3.1. Work closely with the SLT Line Manager for SEND to monitor and evaluate the impact of the provision for pupils with special education needs and disabilities, to ensure pupils know, remember and are able to do more, develop detailed knowledge and skills across the curriculum and, as a result, achieve well and are ready for the next stage of their education and gain the qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study;
- 3.2. Contribute to the school's rigorous and on-going self-evaluation cycle and routine quality assurance procedures for pupils with special education needs and disabilities including:
 - ✓ interpreting and acting upon pupil performance/prior attainment data
 - ✓ work scrutiny/standardisation of assessment
 - ✓ teaching assistant observations, reviews and feedback
 - ✓ moderating pupil standards of achievement and behaviour
 - ✓ checking that all teaching assistants are routinely planning appropriate support in partnership with teachers;
 - ✓ ensuring the support given to pupils with special education needs and disabilities over time and across the school consistently matches the curriculum and is of a high quality;
- 3.3. Draft, revise and routinely update the team SEF, maintain self-evaluation portfolio and participate in the leadership of team and whole school reviews;
- 3.4. Contribute to the development and implementation of coherent team improvement plans in line with the school's and The Corinium Education Trust's strategic priorities;
- 3.5. Monitor and evaluate the effectiveness and impact of the provision for pupils with special education needs and disabilities across the school to ensure the support meets the needs of all learners and provide appropriate levels of challenge and opportunities for personalisation and progression;
- 3.6. Apply for Educational Health Care Plans (EHCP) and Higher Needs Funding (HNF) as required;
- 3.7. Monitor and review EHCPs with pupils and parents;
- 3.8. Monitor and evaluate the effectiveness of literacy provision across the curriculum and the effectiveness of the implementation of this provision;
- 3.9. Oversee the implementation of the GL NGRT tests in Year 7 and 8, including disseminating pupil outcomes to teachers, ensuring this data informs teacher planning, pedagogy and teaching;
- 3.10. Oversee the provision of interventions to support pupils with lower NGRT outcomes, in order to see pupils make rapid progress. Track the progress of these pupils with regular testing;
- 3.11. Monitor, track and evaluate the progress, performance and outcomes of pupils with special education needs and disabilities across all year groups, especially in relation to external examinations and assessments in each Key Stage and the school's strategic priorities.

4. Promote staff development and wellbeing:

- 4.1. Take responsibility for the day to day management and development of staff within the special education needs and disabilities' team and their wellbeing, including their effective deployment and ensuring a fair distribution of pupils, responsibilities and workload within the team;
- 4.2. Promote collaboration and effective team work, inspire colleagues and applaud areas of success;
- 4.3. Work closely with the SLT Line Manager for SEND to develop and enhance the practice of the team's teaching assistants and other associated support staff effectively, including shared responsibility for:
 - ✓ performance management and appraisal;
 - ✓ recruitment and retention;
 - ✓ subject knowledge enhancement, CPD and INSET for the team and for individuals;
 - ✓ induction of new teaching assistants;

- 4.4. Work closely with the SLT Line Manager for SEND and delegate to and line manage other SEND post holders and support staff within the team to raise aspirations and close gaps in achievement;
- 4.5. Provide advice and support to other staff across the school and The Corinium Education Trust in relation to the provision for pupils with special education needs and disabilities, required knowledge, discipline, classroom practice and professional development.

5. Undertake process management:

- 5.1. Plan agendas, lead and coordinate team meetings and contribute to other school and Trust meetings;
- 5.2. Implement workplace policies and practice and promote collective responsibility for their implementation;
- 5.3. Work closely with the SLT Line Manager for SEND to prepare the school's statutory SEND information report and reports for the School's local governing body and, if necessary, The Corinium Education Trust's Board of Trustees;
- 5.4. Work closely with the SLT Line Manager for SEND to deploy resources effectively including the day-to-day management of team's budget to ensure high quality support and maximise pupils' achievements;
- 5.5. Ensure resources clearly support the provision for pupils with special education needs and disabilities and reflect the team's and school's ambitious intentions for the course of study;
- 5.6. Ensure the use of ICT within the team is appropriate, consistent and effective.

6. Engage stakeholders:

- 6.1. Communicate key messages to the team, including those related to the school's and The Corinium Education Trust's priorities, disseminate information and use professional skills and judgement in decision making;
- 6.2. Articulate the school's vision and aspiration for our all of our pupils orally and in writing and through events like our faculty in focus programme;
- 6.3. Participate in the management of the school by being a visible and effective presence and contributing to duty and assembly rotas;
- 6.4. Encourage participation in and organise enrichment, cross and extra-curricular activities appropriate to extending the learning of pupils with special education needs and disabilities;
- 6.5. Liaise with other team leaders, partner schools and appropriate external agencies including advisory teachers, examination boards and relevant partners in business and industry;
- 6.6. Take responsibility for ensuring that all team members complete Pupil Passports for pupils with special education needs and disabilities and contribute to pupil's SEND reviews and reports to parents on time, accurately and to a high standard;
- 6.7. Inform and engage parents through correspondence, our website and newsletters and presentations/workshops at Parents'/Curriculum Evenings and Celebration events.

7. Contribute to pupils' personal development:

- 7.1. Oversee effective transitions from primary to secondary and secondary to tertiary, ensuring effective progression for pupils with special education needs and disabilities;
- 7.2. Promote positive behaviour and ensure behaviour management strategies, rewards and sanctions within the team are consistent and in line with school and The Corinium Education Trust's policies;
- 7.3. Develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults;
- 7.4. Ensure the provision for pupils with special education needs and disabilities develops and deepens pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance;
- 7.5. Promote equality of opportunity so that all pupils can thrive together, develop pupils' character and confidence.

The SENDCO will undertake any other reasonable tasks or duties assigned by the Headteacher. He/she also has all the responsibilities of any teacher at Deer Park.

TEACHER JOB DESCRIPTION

All teachers at Cirencester Deer Park will carry out their duties in line with those set out in the current School Teachers' Pay and Conditions Document as well as the Teacher Job Description for Cirencester Deer Park School.



Outline job description: All subject teachers (MPS-UPS3)

All Teachers (Main Scale)

Purpose

1. To set high expectations which inspire, motive and challenge pupils;
2. To promote good progress and outcomes by pupils;
3. To demonstrate good subject and curriculum knowledge;
4. To plan and teach well-structured lessons;
5. To adapt teaching to respond to the strengths and needs of all pupils;
6. To make accurate and productive use of assessment;
7. To manage behaviour effectively to ensure a good and safe learning environment;
8. To fulfil wider professional responsibilities.

All teachers are expected

- To meet the Teachers' Standards (summarised above) at all times;
- To model The Corinium Education Trust's agreed expectations for good or better teaching;
- To be familiar with the criteria set out in the School Inspection Handbook (Ofsted 2019, updated September 2023) relevant to their roles in the classroom and around the school;
- To be aware of the school's core priorities and strategic objectives and show a commitment to meeting these in their planning;
- To support and reflect the school's vision and values in their practice and implement school policies and procedures;
- To ensure confidentiality appropriate to working in the school and safeguard all children;
- To carry out their duties in line with those set out in the current School Teachers' Pay and Conditions Document.

Impact

- Ambitious and challenging achievement targets are met or exceeded;
- Value added measures put the school within the top 20% of schools nationally;
- Quality of education is judged to be 'outstanding'

All teachers will

- Teach the specialist and/or other subject(s) across Key Stage 3 and 4;

- Plan well-structured lessons in line with faculty schemes of learning, set clear objectives and employ appropriate strategies that take account of the needs of able pupils, those with SEN and those eligible for the pupil premium;
- Be aware of pupils' prior attainment or baseline data and use it to inform target setting, planning, differentiation and assessment;
- Prepare a range of relevant, engaging and challenging learning activities and controlled assessments to ensure all pupils can make good progress;
- Set and mark extension work/home learning routinely in line with faculty and whole school expectations;
- Equip pupils with the skills to make progress, including literacy and numeracy;
- Contribute to the development of faculty schemes of learning and share teaching resources as appropriate;
- Identify common misconceptions and act to ensure they are corrected;
- Deliver spiritual, moral, social and cultural aspects of learning within the context of the specialist subject and across the curriculum;
- Prepare pupils for life in modern Britain and promoting British values of democracy, the rule of law, individual liberty, mutual respect and tolerance;
- Lead and engage in enrichment and extra-curricular activities within the faculty and across the school;
- Maintain a safe and stimulating environment for pupils;
- Take responsibility for displays in their classroom and shared faculty areas and maintain tidy learning and workspaces;
- Ensure appropriate learning activities are available for classes during a planned or unforeseen absence;
- Keep an attendance register for each lesson and inform the Care, Guidance and Support Team of suspicious or frequent absences;
- Manage behaviour consistently and maintain positive working relationships with all pupils;
- Follow the faculty's and school's pupil behaviour management procedures where appropriate;
- Use the school rewards systems to celebrate achievement, motivate and inspire pupils in line with the school's policy;
- Be accountable for pupils' attainment, progress and outcomes;
- Provide specific and diagnostic formative and summative feedback to pupils on their progress and next steps;
- Assess pupils' progress, report to and engage parents to celebrate achievement and address concerns related to under-achievement, homework and/or behaviour;
- Complete interim reviews, personalised and informative next step and end of Key Stage reports for pupils by the deadlines set in the calendar;
- Attend parents' evenings and other calendared school events as appropriate;
- Take responsibility for or support a tutor group in either Key Stage 3 or 4 to ensure pupils' wellbeing, and maintain high levels of punctuality, attendance and uniform;
- Provide professional care, guidance and support and liaise directly with parents and carers;
- Ensure the school's safeguarding procedures are followed and policies are adhered to;
- Encourage pupils to make positive contributions to the culture, ethos and life of the school and wider community;
- Contribute to the supervision of pupils and undertake scheduled duties before school, at break or lunch time and after school as set out in the duty rota;
- Participate actively in and contribute to faculty self-evaluation procedures;

- Mentor and give feedback to trainee teachers attached to specific classes;
- Take responsibility for individual and relevant continuing professional development, seeking advice where appropriate;
- Undertake any other reasonable tasks or duties assigned by his/her Head of Faculty, Head of School or Headteacher.

Teachers on Upper Pay Spine (UPS)

In addition to the Main Scale specification above, teachers who have progressed to the Upper Pay Spine in line with those set out in the School Teachers' Pay and Conditions Document and The Corinium Education Trust's Career Stage Expectations will be expected to undertake additional responsibilities. The scope of these increase in line with UPS progression.

For UPS1 and 2 teachers

- Are 'highly competent in all elements of the relevant standards and their achievements and contributions to an educational setting or settings are substantial and sustained.' (STPCD);
- Contribute to key developments within the faculty, across the school or The Corinium Education Trust;
- Develop resources for use by other staff;
- Model best practice consistently and teach demonstration lessons as required;
- Engage in research-led CPD and actively pursue ways to improve working practices and pupil outcomes across the school and The Corinium Education Trust;
- Provide guidance, support and mentoring for identified pupils as a part of the school's commitment to raising the achievement of key groups of learners and whole school intervention programmes.

For UPS 3 teachers

- Lead on specific areas related to the school's core priorities and strategic objectives, such as disadvantaged pupils, as agreed with the Head of Faculty, Head of School or Headteacher;
- Support, coach or mentor identified staff as agreed by the Head of Faculty, Head of School or Headteacher;
- Contribute to the planning and delivery of the school's and The Corinium Education Trust's training and continuing professional development programme, for example leading or facilitating workshops.

Note

The school asserts its right to ownership and use of all intellectual property generated by staff during the course of their employment, or generated by staff outside the course of their employment where school resources have been used.