



Post Reference: 2701

Job Title: Special Educational Needs and Disabilities Coordinator
(SENDCo)

Grade: Leadership 1 to Leadership 5 (£51,773 to £57,137)

Hours: Full time

Accountable to: Assistant Principal for Inclusion & Provision

JOB DESCRIPTION

Role:

In this role as Special Educational Needs and Disabilities Coordinator (SENDCo) you will work with the Principal, Assistant Principal for Inclusion & Provision and the Leeds East Academy Senior Leadership Team on the strategic development of the academy, with oversight for Special Educational Needs and Disabilities (SEND) and the provision offered to our young people with SEND.

You will be the named SENDCo, supported by the Assistant Principal for Inclusion & Provision (currently acting as SENDCo), who will move to a new role once the successful candidate is appointed. You'll receive strong support to shape SEND development and implement the SEND policy effectively. This opportunity arises as Leeds East Academy strengthens its unwavering commitment to fostering inclusion and provision for pupils with SEND through further embedding its systems, structures and infrastructure for pupils with SEND.

You will be steadfast in driving the vision statement for SEND at Leeds East Academy; we aim to provide a provision which is exceptional and inclusive, providing a learning environment where students feel valued, respected, and included. A commitment to inclusion and equity is rooted in the belief that diversity is a strength and that every student, regardless of their abilities or background, deserves equal access to high-quality support and outcomes.

Working with the Assistant Principal for Inclusion & Provision, you will carefully track and monitor the progress of these students to plan and implement a timely and highly effective programme of intervention and support, utilising and engaging with high-quality internal resources and external agencies to provide a robust graduated approach. You will lead on



casework and direct the SEND Team and members of the wider student support team in compiling evidence and advising families of the process for statutory assessment, establishing, monitoring and reviewing SEND intervention and ensuring high standards of learning and achievement for all students.

You will be an experienced classroom practitioner and will lead by example through the modelling and delivery of quality first teaching and learning experiences, tailored to meet the diverse needs of all students. Through expert knowledge of SEND practices, you will provide direct classroom support and foster an inclusive learning environment that promotes the academic and personal development of every student, ensuring that no child is left behind.

You will be an excellent communicator with strong interpersonal and administrative skills. You will possess the drive and energy to implement the operational responsibilities for an effective and purposeful SEND provision.

Please note that this job description should be read in conjunction with the National Core Standards for Teachers for main-scale post holders, post-threshold standards and the role of the SENDCo as outlined in the SEND Code of Practice, 2014.

All post-holders at White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with White Rose Academies Trust.

General Duties and Responsibilities:

Strategic development of SEND Policy and Provision:

- Have a strategic overview of provision for students with SEND across the academy, monitoring and reviewing the quality of provision.
- Contribute to academy self-evaluation, particularly provision for pupils with SEND.
- Make sure the SEND policy is put into practice, implemented effectively across the academy and reflected in the Academy Development and Improvement Plan (ADIP).
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.
- Evaluate whether funding is being used effectively and suggest changes to make use of funding more effective.
- Collaborate with the Quality of Education Senior Leaders in the implementation of the quality assurance calendar with a specific focus on quality first teaching, adaptive teaching, work scrutiny and the use of strategic seating and interaction plans.
- Design and implement a quality assurance calendar for wave two interventions and any other specific strategies identified as part of the SEND development plan.

- Collaborate with key Senior and Middle Leaders to ensure cross leadership work, in order to secure high quality behaviour and attitudes and personal development of students.

Implementation of the SEND Policy and Co-ordination of Provision:

- Maintain an accurate SEND register, SEND monitoring register and provision map.
- Provide guidance to colleagues on teaching students with SEND, adaptive teaching and effective strategies linked to specific need.
- Advise on the graduated approach for pupils with SEND who require support.
- Advise on the use of the academy's budget and other resources to meet students' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.
- Work effectively with feeder schools, educational psychologists, health and social care professionals and other external agencies.
- Be a key point of contact for external agencies, especially the Local Authority (LA).
- Analyse assessment, attendance and behaviour data for students with SEND.
- Ensure the efficient use of resources for pupils with SEND.
- Implement, lead and quality assure intervention groups for SEND to evaluate their effectiveness.
- Contribute to the whole school CPD programme to ensure that teachers understand and effectively apply a range of strategies to support students with SEND, including those outlined in Pupil Passports and additional personalisation of learning.

Support for Students with SEND

- Identify a students' SEND.
- Co-ordinate provision that meets the student's needs and monitor its effectiveness.
- Securing relevant services for the student and wave 3 external provisions.
- Ensure records are maintained and kept up to date.
- Review the Education, Health and Care Plan (EHCP) with families and the student.
- Communicate regularly with families.
- Ensure if the student transfers to another school, all relevant information is conveyed to that school and support a smooth transition for the student.
- Ensure robust screening, assessment and diagnostic procedures are in place for all students prior to entry to the school.
- Plan and prepare SEND support for the transition from Year 6 to Year 7 and from KS4 to KS5.
- Work in partnership with the Careers Manager and Post-16 Providers to secure Post-16 destinations, reducing numbers of students with SEND who are not in education, employment or training (NEET).
- Promote all students' inclusion in the Leeds East Academy community and access to the curriculum, facilities and extra-curricular activities.
- Work with the designated teacher for children looked after (CLA), where a looked-after student has SEND.
- Support the Connect Manager, and monitor the progress of students in the Connect so that they can reintegrate back to the main school when ready.

- Monitor the graduated approach for students with SEND who attend external provisions, making sure key information is in place to support successful transitions and maximize impact.
- Support the Student Welfare Leader to create a clear understanding of students with medical needs, ensuring that all students have high-quality Individual Health and Care Plans (IHCPs) and Medical Individual Risk Assessments (MIPRAs) which are reviewed regularly and implemented effectively.

Leadership and Management

- Work with the Principal, Senior Leadership Team and Local Accountability Board (LAB) to ensure that the academy meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review key policy, including: the Academy Accessibility Plan, SEND Policy and SEND Information Report.
- Contribute to the ADIP and whole school policy.
- Identify training needs for staff and how to meet professional development needs.
- Lead professional development for staff in relation to SEND alongside adaptive teaching.
- Promote an ethos and culture that supports the SEND Policy and promotes good outcomes for students with SEND.
- Lead and manage the Assistant SENDCos, Learning Support Assistants and the SEND Learning Mentor.
- Lead SEND staff appraisals in line with the whole school performance management process.
- Review staff performance and provide coaching and support regularly.
- Ensure that colleagues are provided with high-quality information in relation to a child's SEND so they personalise learning accordingly.
- Attend Senior Leadership and Local Accountability Board meetings in order to report on SEND strategic work progression and impact and contribute to wider leadership development work.

Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for students with SEND.
- Remain alert to the fact that students with SEND may be more vulnerable to safeguarding challenges.

Equal Opportunities:

- To promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided.
 - To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.
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Generic Staff Requirements:

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents/carers, and the wider community.
- Adhere to the principles expressed in the aims of the academy and its mission statement.
- Actively contribute to the continued development of the academy and self by attending training, participating in relevant meetings and appraisals, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply academy policies in all aspects of the role.
- Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes.
- Work collaboratively with colleagues, knowing when to seek help and advice.
- Contribute to the overall ethos, work, and aims of the academy by attending relevant meetings, training days/events as requested.
- Be aware of and comply with the academy policies and procedures e.g. safeguarding, child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be responsible for safeguarding children and promoting their welfare and following child protection procedures.
- Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding, and promoting the values, standards and equal opportunities of the academy.
- Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through White Rose Academies Trust Performance Management Appraisal Policy. The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar to obtaining employment; this will depend on the circumstances and background to any offence.

**Job Description and
Person Specification**

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

PERSON SPECIFICATION

The specific qualifications, experience, skills, and values required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it is an essential or desirable requirement, and at which point in the recruitment process it will be assessed.

You should be able to demonstrate the following criteria:

E = Essential

D = Desirable

Measured by:

A = Application Form

T = Test/Exercise

I = Interview

R = References

C = Certificate

Qualifications

E	Qualified Teacher Status (Please note, this is a requirement under the SEND Code of Practice).	A C
E	National Award for SEN Co-ordination or National Professional Qualification (NPQ) for SENCos, or a willingness to complete the NPQ for SENCos within three years of being appointed (please note this is a requirement under the SEND Code of Practice).	A C
D	Three-day Child Protection training, or willingness to complete Child Protection training on appointment	A C

Knowledge and Experience

E	Successful track record and significant previous experience as Middle / Senior Leader	A R I
E	Experience of teaching	A R
E	Experience working at a whole school level	A R I
E	Involvement in self-evaluation and development planning	A R I
E	Experience of leading staff professional development	A R I
E	Experience in accelerating the progress of groups of/individual students, particularly students with SEND.	A R
E	Experience in the effective line management of colleagues	A R
E	Excellent knowledge of the SEND Code of Practice	A T I
E	A strong understanding of 'quality first' teaching and of effective, evidence informed intervention strategies	A T I
E	In-depth knowledge and understanding of national educational development and priorities around Inclusion and Special Educational Needs	A T I

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E	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	A I
E	Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	A I
E	A strong understanding and commitment to relational practice and de-escalation	A I
D	Experience of having led a team through a period of change	A I

Skills, Attributes, and Abilities

E	Data analysis skills and the ability to use data to inform provision planning	T
E	Effective communication and interpersonal skills	A R I
E	Ability to build effective working relationships with colleagues, families and students and team members	A R I
E	Ability to influence, negotiate and lead by example	A R
E	Highly organised with excellent record keeping skills	A R T
E	An effective classroom practitioner	A R T
E	Good working knowledge of assessment and classroom application	A R T
E	Good all-round ICT skills, including the ability to analyse and make effective use of data using a range of data sources relevant to the role	A R T
E	Ability to deliver concise and evidence-based reports (both written and verbal) to a range of colleagues and stakeholders	A R
E	Be driven, resilient, tenacious, reliable and flexible	A R
E	Able to manage priorities and deadlines holding self and others to account	A R T I
E	Ability to form and maintain appropriate relationships and personal boundaries with students	A R T I

Behavioural and other characteristics

E	An inclusive approach to education and a passion for making a difference	A R I
E	Committed to continuous improvement	A R I
E	Commitment to getting the best outcomes for students and promoting the ethos and in partnership values of Leeds East Academy	A I
E	Commitment to maintaining confidentiality at all times	A R I
E	Carry out all duties having regard to an employee's responsibility under Health and Safety Policies.	A R
E	Willingness to actively participate in training and development activities to ensure up to date knowledge, skills and continuous professional development	A R I

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