

Special Educational Needs Coordinator OLOL Secondary Schools

JOB DESCRIPTION

Core purpose

- To promote and develop the SEND Policy in school ensuring that all staff are aware of and fulfil their statutory responsibilities to pupils with special educational needs.
- To be responsible for directing the school's approach to addressing the needs of children who need help in overcoming barriers to learning and developing their potential, both inside and outside school
- To raise standards of attainment and achievement to our students with SEND and other additional needs
- To develop and enhance the teaching practice of others e.g. by providing training opportunities for staff with regard to special educational needs.
- To have overall responsibility for the management and deployment of support staff, financial and physical resources within the department
- To perform those duties traditionally associated with the SENCO role.

Specific areas of responsibility and key tasks:

Operations/ strategic planning:

- To establish and maintain a strategic direction for Learning Support in accordance with the priorities of the School Development Plan, devising, implementing and evaluating a SEND Departmental Development Plan.
- To ensure that the SEND register is regularly reviewed and that all students with SEND have an IEP (Individual Education Profile) which is shared with staff and parents.
- To lead and manage others in conducting termly SEND student reviews with parents and other stakeholders.
- To support and advise colleagues with quality first teaching in the classroom and when required support with further guidance and/or interventions at both group or individual level.
- To lead on SEND interventions to support groups or individual students with SEND and evaluate their impact.
- To lead on students with an EHCP.
- To be an active member of staff in supporting students with SEND when transitioning from one Key Stage to another.
- To take lead on the coordination and dissemination of results from assessment tools e.g. dyslexia screening
- To have overall responsibility and coordination of the completion of health referrals.



- To attend and contribute to the Inclusion Team Meetings and strategic plans for inclusion.
- To implement school policies and procedures
- To have overall responsibility of completing financial bids and work to secure SEND funding.
- To contribute and participate in Performance Management (GROW).
- To participate in the interview process for new staff, especially Teaching Assistants, and ensure effective induction of new staff in the SEND department in line with school procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the school's ISE programme.
- To be a member of the school's Curriculum Leadership Group and other strategic groups as appropriate.
- To be up to date with JCQ Access Arrangements and reasonable adjustments alongside attending any relevant annual training.
- Take lead on the process of Access Arrangements for the school, with the support of others.
- To comply with all statutory obligations.

Quality Assurance:

- To ensure the operation of quality control systems
- To implement the school's Quality Assurance procedures and to ensure adherence to these within the Key Stage
- To seek/implement modification and improvement where required.
- Line Management of the Lead Teaching Assistant and be Line Managed by the Deputy Head Teacher.

Management Information:

- To ensure the maintenance of accurate and up-to-date information concerning the department on the management information system (ARBOR) including maintaining a list of pupils with SEN support, SEN monitoring and those with an EHCP.
- To ensure that IEP's and provision maps are reviewed each term, updates are shared with all stakeholders and any new information is shared through the management information system.
- To identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports within the quality assurance cycle for the department
- To ensure that the Senior Leadership Team and the Governing Body are kept informed on the nature and effectiveness of provision for pupils with special educational needs.



Communications:

- To co-ordinate the collection of evidence regarding the needs of individual students; to ensure relevant and effective IEPs are implemented, monitored and reviewed.
- To liaise with parents and create effective home/school links.
- To liaise with outside agencies to ensure the co-ordinated and effective use of available resources.
- To work with other specialists within the school
- To work with the family SENCOs in order to support the family of schools to develop a positive and collaborative approach to meeting the needs of pupils with additional needs.
- To maintain appropriate records and to provide departments with appropriate information and support to ensure subject teachers are able to meet the learning needs of pupils with SEN.
- To ensure the SEND information on the school website is up to date, fulfils all statutory requirements and is both informative and navigable for all stakeholders.

Marketing and Liaison:

- To contribute to the school liaison and marketing activities e.g. the collection of material for press releases
- To lead the development of effective links with partner schools and the community and to attend liaison events in partner schools where necessary.
- To promote the development of effective school links with external agencies.

Other specific duties:

- To act as a positive role model in terms of school procedures, practices and ethos supporting the school's distinctive Catholic mission and ethos and encouraging staff and students to follow this example.
- To play a full part in the life of the school community
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To teach groups/classes as determined by line manager and timetable plan.
- To undertake any other duty as specified by STPCB not mentioned in the above.

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 school 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.

The Our Lady of Lourdes Catholic Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

The Trust 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.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed and would not in itself justify a reconsideration of the grading of the post.



Person Specification

	Essential	Desirable	Evidence
Catholic Ethos			
<ul style="list-style-type: none"> To promote and safeguard the wellbeing of individuals in order for them to flourish 	X		A, I, R
<ul style="list-style-type: none"> Share in the modelling of the mission statement of the school I the promotion of love, respect and service in all aspects of school life 	X		A, I, R
<ul style="list-style-type: none"> To lead assemblies and acts of worship as a tutor 	X		A, I, R
<ul style="list-style-type: none"> To work with the chaplaincy coordinator and SLT link for ethos in co-ordinating Acts of Worship and promoting the ethos of the school. 	X		A, I, R

	Essential	Desirable	Evidence
Positive			
<ul style="list-style-type: none"> Be relentlessly positive 	X		A, I, R
<ul style="list-style-type: none"> Believe in our School and be ambitious for ourselves, the school, the students and the community 	X		A, I, R
<ul style="list-style-type: none"> Embrace change and be passionate about improvement 	X		A, I, R
<ul style="list-style-type: none"> Always model the behaviours we expect to see 	X		A, I, R
<ul style="list-style-type: none"> Demonstrate a growth mind-set and encourage it with others 	X		A, I, R
<ul style="list-style-type: none"> Share best practice 	X		A, I, R

	Essential	Desirable	Evidence
Respect			
<ul style="list-style-type: none"> Be consistent and fair; demonstrate exemplary manners at all times with staff, students and stakeholders 	X		A, I, R
<ul style="list-style-type: none"> Have a high profile around the department and the school 	X		A, I, R
<ul style="list-style-type: none"> Empower staff (through distributed leadership) and students 	X		A, I, R
<ul style="list-style-type: none"> Model and demonstrate high standards 	X		A, I, R
<ul style="list-style-type: none"> Believe in teams and foster a spirit of collaboration 	X		A, I, R

	Essential	Desirable	Evidence
Independence			
<ul style="list-style-type: none"> Think outside the box and encourage others to do the same 	X		A, I, R
<ul style="list-style-type: none"> Take risks and support others to do the same 	X		A, I, R
<ul style="list-style-type: none"> Develop leadership capacity by identifying, nurturing and developing leadership talent 	X		A, I, R
<ul style="list-style-type: none"> Seek out and develop innovative practice 	X		A, I, R



	Essential	Desirable	Evidence
Determination			
<ul style="list-style-type: none"> Be resilient and encourage this within the team and the students 	X		A, I, R
<ul style="list-style-type: none"> Be determined to build and motivate high performing teams 	X		A, I, R
<ul style="list-style-type: none"> Be determined to close the gaps between student achievement and potential 	X		A, I, R
<ul style="list-style-type: none"> Be outward facing, determined to develop strong partnerships to support school improvement 	X		A, I, R

	Essential	Desirable	Evidence
Excellence			
<ul style="list-style-type: none"> Be insistent and persistent 	X		A, I, R
<ul style="list-style-type: none"> Have the highest aspirations for students across the academy 	X		A, I, R
<ul style="list-style-type: none"> Celebrate individual and collective success 	X		A, I, R
<ul style="list-style-type: none"> Motivate the team and ensure they buy in to our vision 	X		A, I, R
<ul style="list-style-type: none"> Implement – do what we say we are going to do and to deadlines 	X		A, I, R
<ul style="list-style-type: none"> Be a strategic planner to ensure long-term sustainability of successful outcomes 	X		A, I, R
<ul style="list-style-type: none"> Have a clear vision for the school 	X		A, I, R
<ul style="list-style-type: none"> Put students first in decision -making 	X		A, I, R
<ul style="list-style-type: none"> Ability to challenge underperformance and hold others to account 		X	A, I, R

	Essential	Desirable	Evidence
Interpersonal Skills; Intellectual Ability; Motivation			
<ul style="list-style-type: none"> Excellent organisational skills 	X		A, I, R
<ul style="list-style-type: none"> Influences staff at all levels 	X		A, I, R
<ul style="list-style-type: none"> Excellent interpersonal skills 	X		A, I, R
<ul style="list-style-type: none"> Commitment to diversity, safeguarding and health & safety 	X		A, I, R
<ul style="list-style-type: none"> Excellent verbal and written communication skills 	X		A, I, R, T
<ul style="list-style-type: none"> Proficient IT skills 	X		A, I, R
<ul style="list-style-type: none"> Professional integrity and an ability to maintain the utmost confidentiality 	X		A, I, R
<ul style="list-style-type: none"> Ability to work under pressure to tight deadlines 	X		A, I, R
<ul style="list-style-type: none"> Commitment to continuous professional development 	X		A, I, R
<ul style="list-style-type: none"> Ability to form and maintain appropriate relationships and personal boundaries with children 	X		A, I, R
<ul style="list-style-type: none"> Ability to deal effectively with challenging situations, demonstrating initiative and prioritising actions 	X		A, I, R
<ul style="list-style-type: none"> Ability to lead, and work as part of a team, demonstrating flexibility and interdependence 	X		A, I, R



<ul style="list-style-type: none"> Ability to up skill and train colleague, departmental and across the academy 		X	
<ul style="list-style-type: none"> Compliance with the Teachers' Standards 	X		A, I, R
<ul style="list-style-type: none"> Commitment to the school's aims/objectives and ability to articulate this to others 	X		A, I, R

Relevant Experience		
Essential	Desirable	Evidence
-	To be a Practising Catholic	A
Experience of working in a secondary school	Experience of working and leading in more than one secondary school	A, I, R
Experience of planning and delivering CPD	Experience of planning and delivering whole school CPD	A, I, R
Evidence of Good or better teaching over time, evidenced by lesson observations and student outcomes	Evidence of Outstanding teaching over time, evidenced by lesson observations and student outcomes	A, I, R, T
A track record of good progress for students of different ages and abilities	Good and outstanding progress and outcomes for students in KS3/4 across own and team's classes	A, I, R
Experience of effective intervention strategies that improve outcomes	Experience of PIXL methodologies that impact on outcomes	A, I, R
Thorough understanding and experience of current and future KS3/KS4 programme of study/syllabus requirements	Experience of exam board marking/moderation	A, I, R
To be supportive of the Catholic Ethos of the academy	To lead acts of worship and to be a practising catholic	A, I,

Qualifications and Awards		
Essential	Desirable	Evidence
Degree (for equivalent) and QTS/QTLS	2:1 degree or better Further qualification e.g. Masters, PHD	A,C,R
-	To have successfully passed the national SENDCO qualification.	A, C, R

Key: A = Application I = Interview T = Tests/Teaching C = Certificates: R =References

