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| **Role** | **Grade** | **Reports to** |
| Strategic Lead for SEN | TLR1.3 | SLT |

**Main purpose of the job:**

In addition to those professional responsibilities which are common to all classroom teachers in the school, the post holder’s key responsibilities will be to:

* Lead the academy to develop excellence in inclusive practice for students with Special Educational Needs (SEND) and to lead the SEND team to support the delivery of outstanding progress for SEND students.
* Alongside the Quality of Education team lead the development of excellent teaching and curriculum development for all pupils to support the delivery of outstanding progress for students with SEND
* Plan strategically and co-ordinate the day-to-day operation of the academy’s SEND policy including ensuring early identification of need and a whole school graduated approach.

The post holder will be expected to match the characteristics described in the DfE Teaching Standards and will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below.

**Key relationships:**

The post holder is accountable to a Senior Leader and to the Headteacher.

**Please note that whilst this job description gives an indication of the key responsibilities, it is not intended to provide an exhaustive list.**

**Main accountabilities:**

**Strategic development of SEN policy and provision**

* Develop and oversea the strategic overview of provision for pupils with SEN or a disability across the school, and to monitor and review the quality of provision
* Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
* Ensure effective delivery of the SEND policy, ensuring that the objectives of this policy are reflected in the school improvement plan
* Maintain an up-to-date knowledge of national and local initiatives which may affect the school’s policy and practice
* Monitor and quality assure how SEND funding is used and implement changes to make the use of funding more effective.

**Operation of the SEN policy and co-ordination of provision**

* Ensure that the school has an highly effective system in place for the identification of need and monitoring of students with SEND and provision made, including having a strategic oversight of interventions across the school.
* Provide guidance and training to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
* Advise on the use of the school’s budget and other resources to meet pupils’ needs effectively, including staff deployment
* Be aware of the provision in the local offer
* Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
* Be the key point of contact for external agencies, especially the local authority.
* Analyse assessment data for pupils with SEN or a disability and put appropriate actions into place.
* Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

**Support for pupils with SEN or a disability**

* Ensure there are effective systems in place for pupils needs to be identified.
* Co-ordinate provision that meets the pupil’s needs, and monitor its effectiveness
* Secure relevant services for the pupil including working with outside agencies
* Ensure the school keeps well maintained records including the SEND register, one-page-profiles, learning plans and reviews.
* Ensure that annual reviews happen in a timely manner for pupils with education, health and care plans and that these are shared with all stakeholders within statutory timescales
* Work in co-production with parents or carers to identify appropriate targets and plans for pupils
* Ensure that if the pupil transfers to another school they support a smooth transition for the pupil
* Promote the pupil’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
* Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability
* Ensure there is effective transition in place for pupils transferring to the academy at Y6/Y7

**Leadership and management**

* Ensure that the school meets its responsibilities under the Code of Practice
* Work with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
* Ensure that Governors are kept informed of the schools work including the preparation and review of information the governing board is required to publish
* Contribute to the school improvement plan and whole-school policy
* Develop and training programme to ensure that staff across the academy can meet the needs of pupils with SEND
* Lead and contribute to INSET for staff and training for all new starters.
* Ensure the school has an up to date SEND policy and SEND information Report and that these are reviewed in line with statutory guidance.
* Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEN or a disability
* Lead and manage teaching assistants working with pupils with SEN or a disability based on a strategic overview of the academy and pupil’s needs.
* Lead staff appraisals and produce appraisal reports
* Review staff performance on an ongoing basis

**Other specific responsibilities**

* To ensure effective liaison and collaboration with peers in other schools to share, disseminate and develop good practice
* To develop effective liaison with parents/carers informally and through formal home/school communications procedures
* To play an active part in the school’s ongoing self-evaluation process
* To make a substantial contribution to the production, implementation and review of the School Development Plan and contributing, where appropriate, to school improvement priorities
* To promote the provision of a range of enrichment activities and extracurricular activities across the curriculum areas
* To carry out any other reasonable duties as assigned by the Headteacher

**All employees in the Trust are expected to:**

* Support the vision, values and objectives of the Trust and demonstrate a collaborative, team working approach to school and Trust improvement https://prospere.org.uk/about-us/vision-values
* Take appropriate responsibility and action for safeguarding, be aware of confidential issues and maintain as appropriate
* Be aware of and comply with policies and procedures relating to child protection reporting all concerns to an appropriate person
* Promote and act in accordance with the Code of Conduct and all school / Trust policies including the Health and Safety Policy, Equality Policy and Data Protection Policy
* Effectively represent the Trust when liaising with contractors and outside agencies/organisations
* Demonstrate tact and diplomacy in all interpersonal relationships with the public, pupils, parents and colleagues
* Take responsibility for personal professional growth and development, keeping up to date with national research, engaging proactively with nationally recognised career frameworks and professional organisations
* Attend Trust and school events as required and make a positive contribution during such events
* Attend regular meetings before and after Trust hours, including morning briefings
* Carry out duties other than those listed in the job description under the direction of the headteacher where the post holder has appropriate qualifications and has received appropriate training

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.

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| **Person Specification** | **Essential / Desirable** | **Assessment stage** |
| **Qualifications** | | |
| Qualified Teacher Status | Essential | Application |
| A degree or equivalent qualification | Essential | Application |
| National Award for Special Educational Needs Coordinator | Essential | Application |
| **Knowledge and Experience** | | |
| To be a good classroom practitioner | Essential | Selection Task |
| Significant experience of SENCO role within a large school setting | Essential | Application,  Interview,  Selection Task |
| Experience of leading CPD and measuring impact | Essential | Application,  Interview,  Selection Task |
| Sound knowledge of the SEND Code of Practice | Essential | Application,  Interview,  Selection Task |
| Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies | Desirable | Interview |
| The ability to enthuse, inspire and motivate students | Essential | Interview,  Selection Task |
| Ability to plan and evaluate interventions and maintain accurate records | Essential | Application,  Interview |
| Data analysis skills, and the ability to use data to inform provision planning | Desirable | Application,  Interview |
| To show understanding of the urban educational setting | Essential | Application,  Interview |
| To be a caring and committed professional who has the highest expectations of all students | Desirable | Interview |
| Good ICT skills and familiarity with Office 365, SIMS and confidence using a range of programmes to support teaching and learning | Essential | Application |
| **Behaviours and Values** | | |
| Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability | Essential | Application, Interview |
| Demonstrates a collaborative, team working approach focused on improvement and supporting the vision, values and objectives of the organisation | Essential | Interview |
| Demonstrate a commitment to appropriate professional standards, including core policies relating to equality and diversity and child protection | Essential | Interview |
| Demonstrate a commitment to maintaining and developing professional knowledge and skills | Essential | Application, Interview |
| Tact and diplomacy in interpersonal relationships with all stakeholders | Essential | Interview |
| To be flexible and able to adapt and prioritise appropriately | Essential | Interview |
| Effective staff motivation and development, including establishment of a positive performance management culture | Essential | Application, Interview |
| A willingness to be involved in the wider life of the school, including extracurricular activities | Essential | Application,  Interview |

**Review and Amendment:**

This job description is normally reviewed annually as part of the appraisal cycle. If significant changes are required, it may be amended following an individual consultation process.

All staff are expected to carry out their duties with due regard to current and future Trust and school policies, procedures, and relevant legislation. These will be drawn to your attention during the recruitment process, induction, staff handbook, ongoing performance development and through Trust communication.