**Job Title: Area Leader for Inclusion, including SENDCO**

**Accountable to:** Assistant Principal

**Pay Scale:** Leadership Scale L7 (£45,741)- L11 (£50,474)

This job description details the responsibilities of the post, but does not direct any particular priorities or amount of time to be spent carrying out the duties. It is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the academy and the MAT.

**Key Outcomes**

**Strategic Direction**

* To be responsible for the quality of learning and progress of all groups of pupils with identified needs who need learning support, specifically SEND students
* To provide strategic leadership over students who need bespoke support due to EAL
* To ensure that the school effectively and efficiently meets legal, statutory and accountability requirements in a changing educational environment.

**SPECIFIC RESPONSIBILITIES**

* To lead, plan and manage the development and implementation of SEN/D policy so as to raise achievement and improve the quality of provision.
* To maintain clear and effective school systems and communication so that all staff know and understand their role in making effective provision for all pupils including those with SEN/D.
* To develop effective ways of overcoming barriers to learning and sustain effective teaching for pupils with SEN/D
	+ through the analysis and assessment of needs,
	+ by working with colleagues to set targets for improvement for pupils,
	+ by working with colleagues to improve the quality of teaching and differentiation strategies to support pupils’ progress and achievement.
* To support all teaching staff working with pupils with SEN/D and ensure that they have the information and skills necessary to secure improvements in teaching and learning.
* To lead staff development on relevant areas of SEND provision in collaboration with the staff development team.
* To evaluate the effectiveness of the curriculum and programmes of study and implement changes as necessary.
* To be accountable for the development and monitoring of personalised learning programmes for students who need learning support.
* To ensure that the SEN register is accurate, is maintained, and is used effectively.
* To effectively deploy, supervise and be responsible for the work of Teaching Assistants and lead by example.
* To be responsible for the performance development of SEN Teaching Assistants
* To liaise with parents and external agencies as appropriate and particularly with respect to young people with statements of SEN/D.
* To identify appropriate resources to support the teaching of pupils with SEN/D and work with senior leaders and the finance team to obtain the optimum funding available.
* To monitor the use of learning support resources in terms of efficiency, effectiveness and safety, and make the Site Manager aware of any health and safety issues in the department.

**This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.**

**In addition to the above specific duties all staff are required to:**

* Actively participate as a member of the leadership team and contribute to the Academy's decision-making process.
* Undertake any other duties as deemed appropriate by the SLT and commensurate with the post.
* Participate in Performance Review.
* Promote and implement equality and diversity.
* Comply with legislation and adhere to Manchester Communication Academy's policies and procedures.
* Have due regard for safeguarding and promoting the welfare of children and young people.
* Contribute to the fulfilment of Manchester Communication Academy's vision, ethos and strategic plan.
* Participate in professional development and fulfil contractual obligations.
* Attend appropriate meetings, both within the Academy and as appropriate to your role
* Respect confidentiality

*The Greater Manchester Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

**PERSON SPECIFICATION**

|  |  |  |
| --- | --- | --- |
| SENDCO |  | How identified(A/I/R/E) |
| Essential | Desirable |  |
| Educational Qualifications |  |
| Good honours degree | National Coordinator Award for SEN | A/I/R/E |
| QTS | Qualification to teach and make recommendations for learners in KS3-4 who have learning difficulties, and which qualify the SENCO to administer, interpret and verify the tests used for diagnosis and Access arrangements (eg ABDA) | A/I/R/E |
| Professional Knowledge & Experience |  |  |
| Awareness and understanding of relevant legislation, including the SEN Code of Practice and assessment procedures | Training to enable staff effectively to support students with SEN | A/I |
| Awareness of the current changes in SEN funding and delivery |  | A/I |
| Knowledge and understanding of examination access arrangements under JCQ regulations |  | A/I |
| Knowledge and experience of differentiation strategies across a range of curricular areas to meet the needs of all students |  | A/I/R |
| Proven track record of raising achievement for students with learning difficulties |  | A/I/R |
| Professional Skills |  |  |
| A consistently good teacher whose students make good and outstanding progress in lessons that they enjoy, are challenged by, and support in |  | A/I/R |
| The evidenced ability to create coherent, manageable and sustainable systems |  | A/I/R |
| The evidenced ability to lead a broad team of staff, including teachers, support staff and external agencies, to promote and ensure the highest standards of provision and student progress |  | A/I/R |
| Outstanding communication skills – including the ability and skills to build relationships, keep people in the loop, influence those beyond the circle of line management |  | A/I/R |
| To evidenced ability to monitor, evaluate, plan for and implement improvement successfully |  | A/I/R |
| Professional Qualities |  |  |
| Absolute commitment to inclusion |  | I/R |
| Passion for the best possible provision, continuous improvement, and the highest possible outcomes for pupils |  | I/R |
| Excellent interpersonal skills – warmth, approachability, contagious enthusiasm and the ability to inspire students, parents and colleagues |  | I/R |
| High-level analytical skills |  | I/R |
| Creativity – the ability to drill down, research and develop solutions |  | I/R |
| Commitment to the highest personal professional standards |  | A/I/R |
| Personal integrity |  | A/I/R |
| Safeguarding |  |  |
| Displays commitment to the protection and safeguarding of children and young people |  | A/I |