



JOB DESCRIPTION and PERSON SPECIFICATION

SENDCo

MPS/UPS + TLR

Responsible to: Head of School

Full Time

'Ordinary people - working together - achieving extraordinary things'

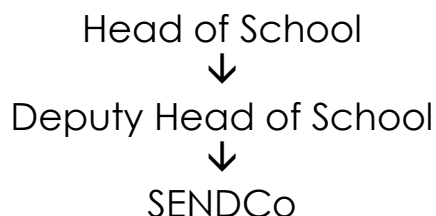
DIGNITY AT WORK: To show, at all times, a personal commitment to treating students and colleagues in a fair and respectful way. Giving positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assist in ensuring equal access to services and employment opportunities for everyone and promotes the School's Equal Opportunities in Employment Policy.

Purpose of the job:

The SENCO, under the direction of the Head of School will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

ORGANISATION CHART:



DUTIES AND RESPONSIBILITIES:

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Contribute in evaluating whether funding is being used effectively, and suggest changes to make use of funding more effective

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance 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 a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and 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
- Work with the designated safeguarding lead, where a vulnerable pupil has SEN or a disability

Leadership and management

- 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
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Review and share procedural information, such as the school's SEN policy
- 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 (TAs) working with pupils with SEN or a disability

The post holder's duties must be carried out in compliance with the academy's policies and procedures including Child Protection Procedures and Equal Opportunities Policy, Information Security Policies, Financial Regulations and Standing Orders, the Health and Safety at Work Act (1974) and subsequent health and safety legislation.

This job description may be subject to change, following consultation between the post holder and the Academy.

The Trust is committed to safeguarding the welfare of its students and the successful applicant will be subject to an enhanced Disclosure and Barring Service certificate and checks of the relevant barred list / prohibition lists.

Person Specification SENDCo Lead

	Essential	Desirable	How Identified
KNOWLEDGE/QUALIFICATIONS			Application form/References/Interview Certificates
Qualified Teacher Status (QTS)	✓		AF/I/Cert
Educated to A-level or above, including a minimum of GCSE (or equivalent) grade C in maths and English.	✓		AF/Cert
SENDCo qualification or willing to work towards the qualification within 3 years	✓		AF/Cert/I
EXPERIENCE			
At least two years of classroom leadership and management experience.	✓		AF/I/Ref
Demonstrable experience of monitoring and evaluating teaching.		✓	AF/I/Ref/Cert
Experience monitoring and recording pupils' academic development.	✓		AF/I/Ref
Experience working alongside a senior leadership team to develop the quality of teaching and learning within a school.	✓		AF/I/Ref
Experience of working with pupils with SEND, and pupils with emotional and behavioural difficulties.	✓		AF/I/Ref
Experience of working with external agencies to support the development and progress of pupils.		✓	AF/I/Ref
SKILLS			
In-depth knowledge and understanding of the national primary strategies, national curriculum.	✓		AF/I
In-depth knowledge of the SEND Code of Practice	✓		AF/I/ Ref
In-depth knowledge of current legislation and the application of such in schools.	✓		AF/I
An ability to take a lead role in innovative curricular development.	✓		AF/I
Creative and stimulating teaching strategies which engage and motivate pupils.	✓		AF/I/Ref
Knowledge of the principles of good practice relating to staff supervision	✓		AF/I/Ref
An ability to identify problem areas and suggest appropriate measures for improvement.	✓		AF/I
An ability to analyse, understand, interpret and respond to school performance data.	✓		AF/I
An understanding of professional development opportunities for staff relating to SEND	✓		AF/I
An ability to maintain consistently high standards and ensure quality of teaching.	✓		AF/I/Ref

An ability to promote and sustain high standards for pupils.	✓		AF/I/Ref
A wide knowledge of educational terminology.	✓		AF/I
A clear understanding of child development and how this contributes to teaching strategies and learning styles.	✓		AF/I
Experience of supporting colleges in leading SEND strategies		✓	
BEHAVIOUR AND OTHER RELATED CHARACTERISTICS			
<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • A current enhanced Disclosure and Barring Service barred list check. • Excellent communication skills, both written and verbal. • An ability to engage effectively with parents/carers • Demonstrable leadership qualities, e.g. assertiveness, confidence, etc. • An ability to establish and maintain professional working relationships. • An ability to manage and prioritise a demanding workload, and that of others, if necessary. • An ability to manage change and stress as a member of the senior leadership team. • A high level of accuracy and attention to detail. • Excellent time management skills and organisation. • An ability to model good practice and engage in self-reflection. • An ability to think strategically and manage problems. 	✓		AF/I
<p>The successful candidate will be:</p> <ul style="list-style-type: none"> • Flexible, reliable, enthusiastic and patient. • Inspiring and influential. • Able to take control, lead and manage situations. • Consistent in modelling good practice and behaviour. 	✓		AF/I

St Cuthbert's Roman Catholic Academy Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and all staff are carefully screened prior to appointment.