

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title	SENDCo	Location	Ash Green School
Salary	L3 - L7 (54,391.65 - £60,143)	Hours	32.5 hours
Department	SEND/Leadership	Reports To	Principal

JOB PURPOSE:

To lead and manage continuous improvement to the quality of education at the school, working with teachers to further develop their practice in order to drive outcomes for students with SEND.

KEY RESPONSIBILITIES AND DUTIES:

Leadership & Strategic Direction

- Provide pedagogical leadership to all staff to ensure curriculum planning, resourcing, and delivery meet the needs of students with SEND and enable expected or better progress.
- Be the SENDCO, providing strategic oversight and direction to the Accelerated Learning Team.
- Lead the development, implementation, monitoring, and evaluation of SEND provision within the school, liaising with relevant stakeholders.
- Develop, communicate, and implement the school vision in collaboration with pastoral and senior leadership teams.
- Promote and uphold the values and ethos of Ash Green School, ensuring high achievement expectations for all members of the school community.
- Be a significant presence around the school, actively supporting staff and promoting appropriate conduct among students.

Accelerated Learning Provision (SEMH & Behaviour)

- Lead the development of the Accelerated Learning provision to support students with SEN linked to SEMH (Social, Emotional and Mental Health).
- Lead and manage the Accelerated Learning provision (with relevant staff) to meet the needs of students with challenging behaviour, particularly those on pathways or potential pathways to ADHD/ADD/ODD diagnoses.
- Ensure students who are internally excluded are supported to reflect upon their behaviour and develop self-regulation strategies.
- Ensure that the needs of students with challenging behaviours are met through withdrawal programmes that support their SEMH.
- Ensure the Accelerated Learning Area is a safe, effective, and stimulating environment for teaching and learning for students with SEND.

Quality First Teaching & Inclusive Learning

- Provide strategic direction to the 'quality of teaching' team to address uneven patterns of progress for disadvantaged students and those with SEND.
- Work with the 'quality of teaching' team to substantially improve quality first teaching to meet the needs of disadvantaged and SEND students.
- Target additional, specific provision to improve outcomes for students with SEND.
- Collaborate with and provide leadership to subject leaders and teachers to drive the learning and progress of students with SEND.

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- Develop a continuum of provision (with the 'quality of teaching' team and subject leaders) that effectively meets the needs of students who are behind and enables them to accelerate in their learning.
- Implement and establish lead practices through the school's teacher-to-teacher peer coaching model and the 'quality of teaching' team to ensure all teachers become experts in planning for progression and meeting students' needs.
- Work with staff to promote an inclusive curriculum.
- Make appropriate provision through literacy interventions to ensure students reach age-related expectations.
- Provide training, developmental support, and guidance to staff on appropriate teaching and learning strategies to meet diverse needs.

SEND Administration & Compliance

- Ensure that all statutory requirements are fully met.
- Be responsible for completing all processes relating to statutory and non-statutory assessments.
- Ensure accurate and detailed records of meetings and discussions with parents and outside agencies.
- Maintain an accurate and up-to-date SEND Register and ensure staff are kept informed of students' special educational needs.
- Lead and manage the ongoing monitoring, evaluation, and review of all plans supporting students with SEND; arrange and chair annual reviews.

Data, Monitoring & Evaluation

- Work with subject leaders, teachers, and relevant staff to use contextual information and data about students with SEND to set subject-specific targets and match work appropriately to students' needs.
- Analyse and interpret relevant national, local, and school pupil data, plus research and inspection evidence, practices, expectations, targets, and teaching methods.
- Use data effectively to identify students who are underachieving and create and implement effective plans of action to support those students to catch up.
- Gather information and produce reports for a range of audiences, including the local authority, governors, and staff.

Teaching & Assessment

- Teach a timetable in a curriculum subject as directed by the Principal.
- Teach students according to their educational needs, including the setting and marking of work.
- Assess, record, and report on attendance, progress, development, and attainment of students with SEND; keep all required records.
- Provide, or contribute to, oral and written assessments, reports, and references relating to individual students and groups of students with SEND.
- Prepare and update subject materials; use a variety of delivery methods that stimulate learning and meet student needs and syllabus demands.
- Maintain discipline in accordance with school procedures; encourage good practice in punctuality, behaviour, standards of work, and homework.
- Undertake assessment of students as requested by external examination bodies and in line with departmental and school procedures.
- Mark, grade, and provide written/verbal diagnostic feedback as required.

School Ethos & Community

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- Work with parents and students to ensure understanding of the school's aims, policies, procedures, and future direction.
- Foster a culture where students respect others and their physical surroundings through strategies developed with external consultants; monitor impact on outcomes.

Personal Development, Behaviour & Safety

- Work with staff to further improve the impact of SMSC (Spiritual, Moral, Social, Cultural) and tutorial on student outcomes.
- Maintain a safeguarding culture across the school.
- Ensure that Child Protection issues relating to students are addressed swiftly and in line with the Child Protection Policy.

Supporting Creative Education Trust

- Develop strong, positive relationships with Creative Education Trust colleagues; participate in trust-wide work and projects as appropriate.
- Share best practice with internal and external partners and specialists; contribute to the development of Trust strategies and policies; promote the school and Creative Education Trust in a national context.
- Undertake any other reasonable duties deemed appropriate to the role.

This job description is not necessarily a comprehensive definition of the post, and the post holder will be required to undertake other duties appropriate to the grade and character of the work as directed. The job description will be reviewed at least once a year, and it may be subject to modification or amendment at any time after consultation with the post holder. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal.

JOB REQUIREMENTS:		
	Essential	Desirable
QUALIFICATIONS	<ul style="list-style-type: none"> • Successful recent experience of your specialist subject at KS3 and KS4. • Relevant degree. • Qualified Teacher Status. 	<ul style="list-style-type: none"> • Hold the National Award for Special Educational Needs Coordination, or be willing to achieve this within three years of starting the post.
TEACHING & LEARNING	<ul style="list-style-type: none"> • Expertise in planning the progression of subject skills within individual and across sequences of lessons. • Proven track record of outstanding teaching including marking and assessment. • Proven track record of delivering strong progress outcomes for students with SEND. • Proven track record of delivering strong progress outcomes. 	<ul style="list-style-type: none"> • Experience of leading and training colleagues to improve the quality of teaching for students with SEND.

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	<ul style="list-style-type: none"> Proven track record of strong, effective behaviour management strategies. Knowledge of specific teaching strategies to help students with SEND make strong progress. 	
PERSONAL QUALITIES / INTERPERSONAL SKILLS	<ul style="list-style-type: none"> Ability to communicate effectively and relate well to all stakeholders (including written, oral and presentation skills). Evidence of working constructively under pressure. Demonstrate good decision making skills with an ability to identify and implement solutions to problems. Be committed to continuing professional development and be open to constructive criticism. Creativity and enthusiasm with a can do”, “will do” work ethic. Willingness to contribute to extra-curricular activities particularly to support the learning of students with SEND. A commitment to inclusive education. High standard of verbal and written communication. 	
SAFEGUARDING	<ul style="list-style-type: none"> Ability to form and maintain appropriate relationships and personal boundaries with children and young people. Ability to raise the self-esteem and expectations of children and young people. Emotional resilience in working with challenging behaviours and attitudes to the use of authority and maintaining discipline. Motivation to work with children and young people. Commitment to, and belief in, the equal value of all students. 	
EQUAL OPPORTUNITIES	A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity.	

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OTHER REQUIREMENTS	High expectations for every pupil and a proven track record of making a difference to the learning and experiences of pupils inside and outside the classroom.
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Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.