



COPHTHALL SCHOOL

Cophthall School is committed to the protection and safety of Children and young people. All staffs are expected to share this commitment.

Job Description - SENDCo

Pay scale: MPR/UPR & TLR & SEND Allowance (R&R allowance for exceptional candidate)

Reporting to: SLT Line Manager

Job Purpose: To assist in the promotion, direction and oversight of the high standards of teaching and learning, pupil achievement and progression through effective inclusion of pupils with Special Educational Needs and Disabilities (SEND). Exact responsibilities may change as the post develops.

Responsible for: The post holder will be responsible for the SEND department, HLTA's and TA's. The post holder will fulfil the statutory responsibilities of the SENDCO. In the context of this job description pupils with additional needs are deemed to include:

- Pupils with Special Educational Needs and/or Disabilities
- Pupils with medical needs
- Pupils who the schools Interservices panel considers have previously received an inadequate or compromised education.
- Pupils who are working below level 3 (or equivalent) at KS2 on transition, level 3 and below at KS3 and below a grade 4 (or equivalent) at GCSE.

Teaching and learning

1. Be an excellent teacher who can help develop other colleagues.
2. Identify and adopt the most effective teaching approaches for pupils with SEND and share approach with colleagues across the school.
3. Ensure that all students with SEND are given the correct level of support.
4. Monitor teaching and learning activities to meet the needs of pupils with SEND and those who are working below a level 3 (or equivalent) on transition.
5. Identify and teach study skills that will develop pupils' ability to work independently.
6. Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND.
7. Ensure that all students make at least expected progress.

Recording and assessment

1. Work with colleagues to set challenging targets for raising achievement among pupils with SEND.
2. Ensure robust tracking systems are in place to collect and interpret specific pupil level assessment data allowing the school to identify value-added by its quality first teaching programme and intervention strategies.
3. Set up systems for screening pupils at "point of entry" identifying, assessing and reviewing provision for SEND children once identified.
4. Update the Inclusion Manager on the effectiveness of provision for pupils with SEND.
5. Develop understanding of learning needs across the School staff and the importance of raising achievement among pupils.
6. Attend SEND review meetings and parent evening consultations keeping parents informed about their child's progress.
7. Work closely with the Directors of Learning so that they are aware of the progress and interventions of the students in their houses.
8. To manage Exam Access Arrangement assessments for KS4 & KS5 pupils, including conducting assessments, completing Form 8 reports, applying for EAA's online and organising exam/assessment support.
9. To manage the school's Edukey provision map software, maintaining accurate provisions, plans and passports.

Leadership and Management

1. Ensure the school SEND register and provision mapping is up to date and all stakeholders are fully informed about support programmes in place/planned.
2. Ensure Learner Profiles are monitored regularly, are live documents and their impact is assessed and progress can be evidenced.
3. Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND and understand the importance of teachers taking ownership of additional provision and the progress children with SEND make in their class/teaching group.
4. Take the lead in constructing the school's provision map ensuring intervention programmes target the right pupils and staff expertise is deployed appropriately.
5. Provide training opportunities for learning support assistants, teachers and other stakeholders to learn about SEND and work with other colleagues to deliver training on specific intervention programmes.
6. Disseminate good practice in SEND across the school.
7. Identify resources needed to meet the needs of pupils with SEND and advise the Inclusion Manager of priorities for expenditure.
8. Contribute to Senior Leadership Meetings (when required) on the effectiveness of SEND provision in the school and be prepared to share this information with other stakeholders.
9. Take the lead in liaising, coordinating and managing all external support offered to school locally and from the agency.
10. Work in partnership with other members of the inclusion team to ensure that all students are safe, happy and make excellent progress.

Standards and quality assurance

1. Support the aims and ethos of the school.
2. Set a good example in terms of dress, punctuality and attendance.

3. Attend and participate in open evenings and student performances.
4. Uphold the school's behaviour code and uniform regulations.
5. Participate in staff training.
6. Attend team and staff meetings.
7. Develop links with agency staff and neighbouring schools
8. The proper use of the school's communication devices, i.e. phones, computers, etc., for the purpose of school business.
9. Acting at all times in accordance with the school's published policies and procedures.
10. Ensuring that the school's Equal Opportunities Policies are complied with and promoted in carrying out the specific duties of the post.
11. Ensuring that the requirements of the Data Protection Act 1998 c.29 are complied with in carrying out the specific duties of this post.
12. Ensuring that any expenditure incurred or committed is in accordance with approved provision and with the agreement and permission of the Finance Officers or other person with delegated authority.
13. Participating in the training of staff both formally and informally.
14. Promoting the school in a positive manner.
15. Ensuring all Health and Safety and COSHH regulations and guidelines are observed.
16. Use the equipment and materials supplied by the school in accordance with the manufacturer's recommendations and instructions of use.
17. As required, carrying out any other duties that the school deems appropriate and necessary to maintain the upkeep and safety of the school at all times.
18. Ensure safeguarding procedures are implemented and the safeguarding policy followed.

Person Specification:

INITIAL QUALIFICATIONS	<ul style="list-style-type: none"> Degree Qualified teacher status
FURTHER QUALIFICATIONS PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> To hold or be working towards the SENDCO qualification.
	<ul style="list-style-type: none"> To hold, be working towards or have the desire to complete a qualification to administer Exam Access Arrangements
EXPERIENCE, SKILLS AND KNOWLEDGE	<ul style="list-style-type: none"> Experience of working as a lead teacher for SEND or SENDCO.
	<ul style="list-style-type: none"> Have a successful and varied track record of working with SEND students in small groups and developing progress.
	<ul style="list-style-type: none"> Have relevant experience of working in comprehensive, urban and multicultural environments.
	<ul style="list-style-type: none"> Writing reports and bids for SEND students
	<ul style="list-style-type: none"> Have sound technical understanding of the new SEND framework, the Ofsted inspection framework, changes to the curriculum and assessment requirements.

	<ul style="list-style-type: none"> • Experience of strong collaboration with a School's EAL Team would be highly desirable.
	<ul style="list-style-type: none"> • Demonstrate experience of leading whole staff and/or departmental training.
	<ul style="list-style-type: none"> • Show evidence of continued educational professional development, in particular with regard to SEND and learning needs.
	<ul style="list-style-type: none"> • Demonstrate success in raising attainment and standards of teaching and learning.
	<ul style="list-style-type: none"> • Member of an inclusion team.
	<ul style="list-style-type: none"> • Be an outstanding teacher with the ability to inspire low ability students and those with learning needs.
	<ul style="list-style-type: none"> • Achieving excellent student outcomes over a period of time.
	<ul style="list-style-type: none"> • Excellent behaviour management skills, both within the classroom and beyond.
	<ul style="list-style-type: none"> • Excellent leadership skills and the ability to inspire.
	<ul style="list-style-type: none"> • Excellent verbal and written communication skills.
	<ul style="list-style-type: none"> • Knowledge of new technology and how it can enhance teaching and learning.
	<ul style="list-style-type: none"> • Evidence of clear commitment to professional development