**JOB TITLE: Regional SENDCo**

Job Description

**JOB PURPOSE**

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| Leading Special Educational Needs and Disabilities (SEND) Co-ordination and Provision across a region is the core function of this senior leadership role. Developing, implementing and auditing strategies to fully meet the needs of every student with Special Educational Needs and Disabilities in the region. Working in close liaison with our Head Teachers, Campus Learning Support Coordinators, governors and external agencies to achieve consistently outstanding provision and outcomes.  The post holder should have a detailed knowledge of the Regulatory and Statutory requirements which govern SEND provision in their region, which in this case covers England, Northern Ireland and Scotland.  The Teacher Training Agency has identified four key areas of co-ordination:   * *Strategic direction and development of Learning Support provision in the school* * *Teaching and Learning* * *Leading and Managing Staff* * *Efficient and Effective deployment of staff and resources* |

**DUTIES**

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| **Specific DUTIES**   * Understand and support the OneSchool UK ethos and policy for highly effective Learning Support * The Regional SENCO must know and ensure all Campuses understand and adhere to – Children Act 1989, Part 3 of the Children and Families Act 2014, SEND Code of Practice July 2015, including all statutory demands set in the OneSchool SEND Policy, Campus Offer and LA Local Offer, OneSchool Global UK Learning Support Handbook and Guidelines. * Ensure that effective systems including Risk Assessment are in place in regional Campuses to identify and meet the needs of all students with SEND * Through engagement with all campuses in the region, to assure and guide the quality of provision for all Registered students by identifying appropriate strategies for class teachers to employ in their differentiated student support. * Ensure deployment of additional adults is appropriate, tailored to the needs of students and does not replace teaching from qualified teachers. * Ensure the timely identification of students in need of Intensified Phase 2 support. These are students who need additional and extra support due to neuro-diverse conditions or moderate learning difficulties. This support should be a short or medium-term strategy to enable a child to return to Phase 1, differentiated quality first teaching * Ensure consistent implementation across all campuses in the region with regards to assessing, supporting, resourcing, documenting, reviewing and reporting, in line with the Assess, Plan, Do, Review approach. * Ensure arrangements for additional examination support are in place and appropriate evidence available for JCQ inspection. (CPT3A level 7 qualification required). * Plan, deliver and ensure attendance to all OSG UK regional and central SEND training events. * Support and communicate effectively with regional Campus Head Teachers, Governors and SEND teams to underpin their understanding of and provision for all students who require Learning Support. This includes how parental and external agency communication has a positive impact on student progress. * Ensure that appropriate objectives and targets are set for students with an EHCP and those on the Learning Support Register. Specifically, to ensure that broad outcomes on the EHCP are broken down into manageable and SMART steps for the student. * Liaise closely with parents of students with EHC Plans, and other external agencies, to maintain effective partnerships. Both directly and through the campus teams. * Monitor, record and evaluate the impact of effective interventions in Campuses * Lead a consistent and highly effective system to track and analyse the progress of students with SEND across the region, and in individual campuses. * Guide the analysis and interpretation of assessment data to inform Learning Support, expectations and targets including access arrangements in region * Advise staff on resource requirements in region Campuses to meet the needs of students and allocate resources available * Help to identify and support the professional development needs of region Learning Support Teams working inclusively * Work closely within the DSL, Examinations Officer, Senior Management Team and Trustees in the region Campuses   **Strategic direction and development of Learning Support provision in the campuses**   * Contribute to a positive inclusive ethos in which all students have access to a broad, balanced and relevant curriculum * Attend a Termly Learning Support Committee Meeting for each campus in the region, by Video Conference or in person * Support Campus Learning Support Teams in their understanding of the learning needs of students and families * Identify and support the professional development needs of staff working to support students with additional learning needs * Ensure high quality support for Phase 3 (EHCP or substantial and long-term support) is met in line with the provision set out in their learning plan or EHCP * Coordinate and support the annual EHCP reviews for students in region * Ensure that the SEND policy is considered when planning for School Improvement and in Campus Self Evaluation in regional Campuses and that effective systems are in place, and regularly evaluated, to identify and meet the needs of students. * Advise the Learning Support Governors on the type and level of resources needed to maximise the achievements of students with additional learning need * Liaise closely with the National SENDCO Team from all regions, and the Associate Principal for Learning Support to maintain effective multi-professional partnership and supervision * Liaise with outside agencies, either to refer or consult according to the SEND Policies and Handbook * Analyse and interpret assessment data to inform SEND policy, expectations and targets * Participate in the review and production of national Policy, guidance and training for all campuses.   **Teaching and Learning**   * Identify and share the most effective inclusive teaching approaches for students with additional learning needs * Ensure and model the use of specialist assessment data where appropriate to inform practice * Monitor effective use of resources * Assist with the development of systems for monitoring and recording progress and maintenance of individual records * Liaise closely with parents and help to maintain effective partnerships to support students with additional learning needs * Ensure effective transition arrangements between Schools and phases to maintain continuity of support e.g. yr. 6 to yr. 7, yr 2 to yr3 * Strategically lead allocated national initiatives and projects, agreed with the National Principal Team.   **Leading and Managing Staff**   * Ensure all staff have the skills and understanding to achieve constructive working relationships with students with additional learning needs * Encourage all staff to fulfil their responsibilities to children with additional learning needs * Through system leadership, provide staff the necessary skills to obtain and analyse assessment data, to enable them to plan effectively for students with additional learning needs within their subject * Monitor the effectiveness of the provision; provide regular feedback to campus leaders on the effectiveness of Learning Support and SEND provision, in order to inform decision making and improvement planning. * Advise, contribute to and where necessary co-ordinate professional development opportunities for staff in connection with learning support * Keep up to date and informed about the latest trends and developments concerning learning needs   **Efficient and Effective deployment of staff and resources**   * Establish staff and resource requirements to meet the needs of students with additional learning needs and allocate resources available * Advise on the deployment of support staff involved in working with students with additional learning needs * Direct and train staff, in person and through empowering others, according to individual learning support needs * Organise and co-ordinate the use of learning and training resources   **General Duties**   * To perform such other duties as may be requested from time to time, commensurate with the role * Uphold and promulgate the Focus ethos within all areas of responsibility * Contribute to, share in and promote the wider and longer-term vision of OSG UK and OneSchool. * To promote equality, diversity and inclusion and demonstrate this within the role, adhering to the OSG UK Equal Opportunity Policy * Comply with and support the implementation of all School and OSG UK policies * To adhere to Health & Safety Policies and ensure all tasks are carried out with due regard to Health and Safety * To work with due regard to confidentiality and the principles of Data Protection, encouraging others to do the same   **PERSONAL Duties**   * To set an example of positive personal integrity and professionalism, with positive, appropriate and effective communications and relationships at all levels * Ensure high standards are maintained, progressed and promoted in all areas of work * To undertake appropriate professional development and positively participate in the appraisal of own performance * Communicate and co-operate effectively and positively with specialists from outside agencies where applicable * Attendance at staff meetings as appropriate   **SAFEGUARDING** |
| OneSchool Global UK and its affiliated schools are committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks.  We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. This is in line with statutory guidance Keeping Children Safe in Education 2016 and The Education Act, we expect all staff and volunteers to share this commitment |

**Reporting To**

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| * Reporting to Associate Principal i/c National Learning Support * No direct reports or ongoing supervision to others / Responsible for supervising the work of Campus Learning Support Leads |

**SUPPORT FOR THE ROLE**

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| The role is supported on occasion by Administrators at the base campus.  OneSchool Global UK provides a range of support services in areas such as ICT, recruitment, HR, policies, resources and compliance. |

**ISSUED BY**

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| OneSchool Global UK  Issue date: June 2019 |

**Employee Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Line Manager Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**JOB TITLE**

**Person Specification**

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| **Specification** | **Essential** | **Desirable** |
| **Experience and Knowledge** | * Experience at being confident when presenting and leading on training * Able to formulate and deliver high quality feedback and coaching to teachers and leaders * Clear understanding and working knowledge of current relevant legislation and what constitutes appropriate Learning Support * Experience of communicating effectively with Local Authorities |  |
| **Education and Qualifications** | * (QTS) Qualified Teacher Status * An accredited Postgraduate SEND or NASENCo qualification * A further qualification, or wealth of experience in SEND (SpLD, Autism Spectrum Condition, PMLD) and * Teaching & Learning Strategies | * British Dyslexia Association ATS (Approved SpLD Teacher Status) * PATOSS APC (Assessment Practising Certificate) * JCQ Recognised Specialist Teacher Level 7 qualification for Access Arrangements |
| **Skills and Abilities** | * Ability to train and direct Learning Support Assistants * Excellent planning, co-ordination, time management and organisational skills including assessing risk elements to students |  |
| **Training** | * Evidence of CPD on professional field * Must be willing to complete required JCQ Recognised Level 7 course * Willingness to undertake relevant training and identify own development needs and be committed to ongoing CPD and Professional development |  |
| **Attributes and Attitudes** | * Willingness to work within a Christian ethos * Enthusiasm for helping support both staff and all students * Willingness to be challenged and able to take on the views of others * Sensitivity to the needs of all individuals with tact, decorum and diplomacy * Approachable and reliable, able to maintain a sense of humour |  |
| **Equality, diversity and inclusion** | * Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application |  |
| **Safeguarding** | * Knowledge, understanding and commitment to safeguarding and promoting the welfare of students * Ability to form and maintain appropriate relationships and personal boundaries with students |  |

The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK.

OneSchool Global UK is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

All staff are expected to be committed to the Equal Opportunities Policy.