

Job Description and Person Specification

Job title:	SENDCo
Scale:	1 (b)
Purpose of role:	<ul style="list-style-type: none"> ▪ To carry out the duties of a School Teacher and those associated with a TLR Payment, as set out in the current Schoolteachers' Pay and Conditions Document ▪ To promote the ethos of Healing School – A Science Academy ▪ To secure high quality pupil outcomes within the designated curriculum area. ▪ To be accountable for the performance and well being of a significant number of staff and pupils ▪ To determine the strategic development of special educational needs (SEN) policy and provision in the school ▪ To be responsible for day-to-day operation of the SEN policy and coordination of specific provision to support individual pupils with SEN or a disability ▪ To provide professional guidance to colleagues, working closely with staff, parents and other agencies ▪ To ensure that the Academy presents a fully inclusive environment where no child is disadvantaged because of a special educational need, disability or medical condition ▪ To lead, manage, develop and maintain high quality SEND provision, which enables high quality first teaching, excellent learning outcomes and success for all pupils ▪ Have line management responsibilities for the Deputy SENDCo, Learning Mentors and Teaching Assistants ▪ To liaise with professionals from outside agencies to secure the best care and outcomes for pupils
Line Manager:	Vice Principal
Main duties and responsibilities:	<ul style="list-style-type: none"> ▪ To agree and support the achievement of pupil progress targets in order to make a measurable contribution to whole school targets ▪ To support, facilitate and monitor the progress of the SEN development plans to ensure that they make a significant contribution to the School Improvement Plan ▪ To provide regular feedback for teachers and TAs within the designated area in

a way which recognises good practice and supports progress against performance management objectives resulting in a tangible impact in pupil learning across the subject (s)

- To review and report on the standards of leadership, teaching and learning in the designated area, consistent with the procedures in the School Self Evaluation Policy. (Performance Management)
- To support and assist staff to ensure that they understand, and are actively implementing, the key aspects of the School's behaviour and inclusion policies
- To communicate regular progress updates to ensure that the Leadership Team are fully appraised of all successes, issues and concerns of the SEN department
- To engage all subject staff in the creation, consistent implementation and improvement of schemes of work which encapsulate key school learning strategies
- To lead, develop and enhance the teaching practice of others by evaluating, supporting, guiding and target setting.
- To possess a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- To contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- To review and update all policies relevant to SEN, to ensure that the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- To oversee and evaluate the area's budget allocation to ensure that the budget is spent in line with learning priorities and best value principles and to evaluate whether funding is being used effectively, and, if not, to propose changes to its use
- To maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- To be based with the Learning Support department and to lead and direct on strategies for pupils with complex needs
- To be accountable and responsible for all aspects of pupils' SEND education and welfare in the Academy
- To monitor and evaluate impact of support and intervention for individual pupils ensuring that any behaviour care plans and personalised timetables etc. are both appropriate and effective
- Deliver specialist training to parents, educational providers and professionals from other agencies to promote inclusive practice
- To lead and contribute advice and support in the process of early identification, assessment and provision in line with SEND Code of Practice

- Advise on access to specialist equipment and resources and be responsible for requesting orders for specialist equipment ensuring that all specialist equipment supplied is properly maintained and correctly used
- Provide information to the Vice Principal and Senior Leadership Team about the effectiveness of SEND provision and further requirements which may be needed and ensure that the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare advice and information materials for parents, staff and other agencies
- Maintain an accurate SEND register and provision map, coordinating provision that meets pupils' needs, and monitor its effectiveness, secure relevant services for the pupils
- Be the mental Health and Well-Being Champion
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Ensure records are maintained and kept up to date, preparing and reviewing information the governing board is required to publish
- Review the education, health and care plan with parents or carers and the pupil
- Promote pupils' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Be the designated teacher for looked-after children
- Identify training needs for staff and how to meet these needs providing INSET when required
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability.
- Review staff performance on an ongoing basis
- Respecting confidentiality issues linked to home/pupil/teacher/Academy work
- Coordinate all pupil Annual Reviews and reviews of IEPs and attend Year 6 annual reviews for transition purposes
- Plan the provision for pupils with an EHCP, and SEN support or requiring school based support and review termly with a view to apply for an EHCP if needed
- Facilitate and coordinate multi-agency input and specialist support such as Speech and Language Therapy, Educational Psychology, Autism Outreach Services and Sensory Impairment Services

Finance and resources	<ul style="list-style-type: none">▪ Management of delegated budget▪ Management of a significant number of staff (teaching and support)▪ Management of physical resources within the designated area	
Supervision	<ul style="list-style-type: none">▪ Supervises and monitors the quality and quantity of the day to day work of a significant number of teaching and support staff within the designated curriculum area	
Health and Safety	<ul style="list-style-type: none">▪ Health and Safety – the post holder must carry out his/her duties with full regard to the School’s Health and Safety procedures.	
Core competencies	Teachers’ Standards Leadership Standards	
Person specification		
Skills	Essential	Desirable
	<ul style="list-style-type: none">▪ Excellent knowledge of DFE and School Policies and Procedures▪ Exemplary classroom practitioner▪ Effective communication and interpersonal skills and people management▪ Leadership/management of staff & resources▪ Effective communication skills (IT, written & verbal)▪ Monitoring and evaluation of lessons▪ Proven record of achievement▪ Ability to plan and evaluate interventions▪ Data analysis skills, and the ability to use data to inform provision planning▪ Ability to forge effective working relationships▪ Ability to influence and negotiate▪ Good record-keeping skills	<ul style="list-style-type: none">▪ More than one previous school▪ Budget management▪ Previous SENDCo role and/or experience
Knowledge and understanding		
	<ul style="list-style-type: none">▪ To carry out your duties and responsibilities in accordance with the Teachers’ Standards and SEN Code of Practice▪ Qualified Teacher status▪ Thorough knowledge of DFE and School Policies and Procedures▪ Sound knowledge of the SEND Code of Practice▪ Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies	<ul style="list-style-type: none">▪ Finance & Personnel▪ Health and Safety

Experience Qualifications Working arrangements	<p>It is essential that the postholder has:</p> <ul style="list-style-type: none"> ▪ Qualified Teacher Status & teaching experience ▪ A willingness to undertake a recognised SENDco qualification ▪ Exemplary attendance record <p>Committed to:</p> <ul style="list-style-type: none"> ▪ Raising attainment for ALL pupils ▪ Rigorous performance management ▪ Professional development of ALL staff ▪ Embracing and actioning change <p>Meet requirements of Enhanced DBS</p>	<ul style="list-style-type: none"> ▪ Leadership & Management responsibilities in the secondary phase, evidenced by a proven record of achievement ▪ Experience of working at a whole-school level ▪ Involvement in self-evaluation and development planning ▪ Experience of conducting training/ INSET ▪ Safeguarding early intervention ▪ Counselling ▪ Trauma-informed practice ▪ More than one previous school ▪ Recognised SENDCo qualification
<p>Other Duties - The duties and responsibilities in this job description are not restrictive and the postholder may be required to undertake any other duties which may be required from time to time. Any such duties should not however substantially change the general character of the post.</p>		