# St Patrick’s RC High School

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Application Pack

**Director of SEND**

**An exciting opportunity for an experienced leader of SEND to develop a key strategic role across our school as we embark on the next phase of our school improvement journey.**

**Working in partnership with a National Teaching School, St Patrick’s Leadership team are seeking to appoint a successful, highly motivated and dynamic SENDCO.**

**Salary:** Leadership scale (L6 – L11)

**Start:** 1st January 2020

The job description below gives an insight into the responsibilities of the post, and while this is not an exhaustive list, it should allow candidates to have an understanding of what this role entails, and for what the successful candidate will be held accountable for. The person specification provides an indication of the skills and experience that we are seeking for our Director of SEND.

**Job Description**

**Responsible to:**

Headteachers in school/s and Senior Assistant Headteacher supporting the SEND provision across the Teaching School Partnership.

**Main purpose of role**

* The main function of the role is to assist the Headteacher in the leadership and management of SEND provision.
* To lead the area of Special Educational Needs and Disabilities, including monitoring the quality and impact of interventions, monitoring the quality of teaching and learning, reviewing attainment and achievement of pupils.
* The current School Teachers’ Pay and Conditions document describes duties which are required to be undertaken by teachers in the course of their employment. In addition certain particular duties are reasonably required to be completed. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively.
* This job description sets out the duties to be undertaken and performed to the satisfaction of the Headteacher and Governing Body. The duties set out below are in addition to any class teaching requirement.
* The Postholder may be required to work outside of normal school hours on occasion (e.g. to attend Full Governing Body and/or Committee Meetings, etc.) with due notice. All requests will be reasonable.
* Travel involved across the schools within the Teaching School Partnership.

**Areas of Responsibility and Key Tasks**

* Lead, manage and develop areas of learning according to current SEND and SIP priorities;
* Monitor and evaluate standards of SEND teaching, identifying areas for improvement
* Monitor the provision for SEND pupils and evaluate against outcomes set.
* To work in partnership with the Pastoral Care Leads to ensure provision is closely matched to pupils needs ensuring the best outcomes.
* Provide reports to the governing body, link with the SEND Governor and support the governing body in understanding the needs of SEND pupils.
* To oversee the management of and update to the school’s SEND register.
* To keep abreast of all new developments in relation to Special Educational Needs and Disabilities.
* To work alongside the Leadership team and Pastoral Care Lead to devise and implement strategies to remove barriers to learning to enable all pupils to have full access to a broad and balanced curriculum.
* Develop and maintain highly effective inclusion procedures which promote high standards of attainment, achievement, behaviour and attendance.
* To play a central role in maintaining good channels of communication between the school and outside agencies.
* To work alongside staff in embedding, managing and monitoring the implementation of whole school assessment procedures.
* To keep abreast of both local and national developments in relation to teaching and learning and the secondary curriculum.
* To be proactive in evaluating school effectiveness in partnership with all relevant stakeholders
* To performance manage identified staff.

**Strategic Direction and Development of the School/s**

* Provide accurate, current and comprehensive strategic advice to the Headteacher and Governing body regarding the strategic development of SEND provision.
* Support the vision, ethos and policies of the school and promote high levels of achievement.
* Support the creation and implementation of the school development plan within the national and local context, and to take sole responsibility for appropriately delegated aspects of it.
* Support all staff in achieving the priorities and targets which the school sets for itself, and to provide them with support and guidance in implementing schemes of work.
* Support the evaluation of the effectiveness of the school's policies and developments.
* Ensure that parents are well informed about the school curriculum, its targets, children's attainment and their part in the process of improvement.

**Teaching and Learning**

* Develop classroom environments and teaching practice which secures effective learning across the breadth of the National Curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement, behaviour and discipline.
* Monitor the quality of teaching of students on the SEND register and the quality of support given.

**Leading and Managing Staff**

* Support the SLT in developing positive working relationships with and between all staff within school.
* Ensure all staff have a good understanding of the needs of individual children on the SEND register and of the strategies required for them to make good progress.
* Lead groups of staff in developmental activities, delegate appropriately and evaluate its impact on whole school attainment and the curriculum.
* Support the SLT in the implementation of the school's performance management policy in relation to identified members of staff.
* Delegate to other SEND staff as appropriate, directing and monitoring manage their work.

**Effective Deployment of Staff and Resources**

* Play a leading role in appointing and deploying staff to teach and support students on the SEND register and ensure that all staff have a clear understanding of their roles and responsibilities.
* Contribute to the management and organisation of relevant groupings of children to ensure effective teaching and learning takes place and that children's personal development needs are met.
* Support the general management of the school as part of the Senior Leadership team.
* Ensure that relevant staff are deployed effectively so that effective learning takes place.
* Manage budgets associated with SEND, establishing priorities for expenditure and monitoring the effectiveness of spending and usage of resources with a view to achieving value for money.

**Safeguarding**

* To be aware of and comply with policies and procedures relating to Safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
* To support the protocols and systems in place to address the needs of children as defined by The Keeping Children Safe in Education legislation and The Children Act.

**General**

* Provide effective professional challenge and support to the Assistant Headteachers
* Provide information and advice to the Headteacher and Governors related to specific areas of the school.
* To attend meetings, in accordance with school policy and to lead such meetings as required.
* To take whole school assemblies and to support other staff with assemblies.
* To prepare and present reports, as required e.g.to governors, LA officers, parents, outside agencies.
* To attend occasional meetings during evening hours, at weekends or in school holidays, as required
* Take on any additional responsibilities which might from time to time be determined.

**Appraisal**

An annual performance review is based on this overall job description and with particular emphasis on your individual annual targets. These are set in discussion with the Executive Principal and in line with whole school priorities.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. Job descriptions are subject to periodic review and may change as the school’s needs change.

**Person Specification.**

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|  | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| Educated to degree level. | **✓** |  |
| To hold a teaching certificate in Education which is recognised by the DfE. | **✓** |  |
| Qualified teacher status. | **✓** |  |
| To hold the National Award for SEN Co-ordination | **✓** |  |
| To have evidence of continuing and recent professional development relevant to the post. | **✓** |  |
| **Experience** |  |  |
| Experience of being a SENCO | **✓** |  |
| Detailed knowledge of the current legislation and best practice surrounding the education of children with SEND | **✓** |  |
| An understanding of how to raise attainment particularly in relation to pupils with SEND | **✓** |  |
| Must be able to demonstrate experience of affecting significant and sustained change in teaching, learning and curriculum either at phase or whole school level that has led to an improvement in pupil performance. | **✓** |  |
| Experience of contributing to whole school improvement. | **✓** |  |
| Experience of supporting/mentoring colleagues in order to secure school improvement. | **✓** |  |
| Experience of improving the quality of teaching and learning, through processes of monitoring and support. | **✓** |  |
| Experience of managing and using data to support pupil progress and attainment. | **✓** |  |
| Experience of supporting staff development programmes for teachers and other staff. | **✓** |  |
| Experience of supporting strategies to improve parental involvement in their children’s learning. | **✓** |  |
| **Professional Knowledge and Understanding** |  |  |
| Have a sound understanding of the skills and attributes involved in effective leadership. | **✓** |  |
| Understanding of current theory and best practice in teaching and learning, particularly as it relates to achieving high rates of progress of children of secondary age. | **✓** |  |
| Committed to the pursuit of excellence through reflective practice and continued professional development | **✓** |  |
| Understand the expectations in the Ofsted Framework regarding effective leadership and management. | **✓** |  |
| Understand the contribution of EMA and SEND work in a primary school and what constitutes good practice and support for bilingual learners | **✓** |  |
| Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils and more able. | **✓** |  |
| Understand the principles of Racial Equality and Equality of Opportunity and how these may inform whole school policy. | **✓** |  |
| Have a good working knowledge and understanding of schools statutory responsibilities regarding the needs and care of pupils with SEND. | **✓** |  |
| **Professional Skills and Abilities** |  |  |
| To be an outstanding teacher. | **✓** |  |
| Model and disseminate excellent practice through coaching and working alongside colleagues. | **✓** |  |
| Be able to analyse data effectively to assess whole school performance and progress. | **✓** |  |
| Be able to work with a range of stakeholders including governors and parents and be accountable for performance and budget expenditure. | **✓** |  |
| Have good communication skills both orally and in writing. | **✓** |  |
| Have outstanding interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships | **✓** |  |
| Lead whole school INSET. | **✓** |  |
| To practice equal opportunities in all aspects of the role and around the work place in line with policy. | **✓** |  |
| Can demonstrate the drive to develop the school vision | **✓** |  |
| **Safeguarding** |  |  |
| Up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people. | **✓** |  |
| Displays commitment to the protection and safeguarding of children and young people and the ability to follow agreed procedures. | **✓** |  |
| Understand what is involved in the role of Designated Safeguarding Lead including having a good understanding of up to date policy and practice. | **✓** |  |

**Application Form and Supporting Statement**

***The form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post. No more than three A4 pages and a maximum of 1300 words. CVs will not be considered.***

**Confidential References and Reports**

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| Strong recommendation from all referees, including current employer | **✓** |  |