



JOB DESCRIPTION

Job title	SENDCo
Line Manager	Deputy Headteacher
Responsible for	Teaching Assistant
Hours of work	Full-time (36.25 hours per week) 8.30am – 4.15pm Monday to Friday with 30 minutes for lunch each day
Working pattern	Term-time only
Salary	£32,076-£33,024 pro rata pa (£27,076-£27,877 pa actual salary pa) Points 23-24 (pay award pending)
Contract	Permanent with a six month probationary period
Team	Support Staff

Primary purpose of the role

To work under the direction of the Deputy Headteacher to lead high quality SEND provision across the school.

Specific duties and responsibilities:

- Determine the strategic development of the SEND policy and provision in the school
- Monitor the implementation of the SEND policy across the school
- Maintain an accurate SEND register and exams access arrangements register and disseminate this information effectively with colleagues
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Complete the relevant documentation to assist in the tracking of students and meet the requirements of the SEND Code of Practice
- Work in collaboration with the Local Authority to ensure appropriate SEND provision for students
- Lead of the EHCP process in close communication with the Local Authority and parents/carers
- Collect and interpret specialist assessment data to inform practice
- Be responsible for the day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEND
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Undertake day-to-day co-ordination of SEND students' provisions through close liaison with staff, parents and external agencies
- Plan, prepare and deliver intervention support where appropriate
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Ensure that the school has all relevant information about a student who transfers in from another setting
- To work as a Cover Supervisor in the classroom as and when required.



Recording and assessment

- Set targets for raising achievement among pupils with SEND
- Collect and interpret specialist assessment data
- Set up systems for identifying, assessing and reviewing students with SEND and exams access arrangements
- Attend key parents' evenings and keep parents informed about their child's progress
- Respond in a timely fashion, and within statutory guidelines, to EHCP's in relation to annual reviews, monitoring and consultation

Leadership

- Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN
- Provide training opportunities for learning support assistants and other teachers to learn about SEND
- Identify resources needed to meet the needs of pupils with SEN and advise the head teacher of priorities for expenditure
- To manage support staff timetables and ensure pupils are supported where needed and their needs are met.
- To line manage support staff and lead on staff appraisal and monitoring
- Ensure that the school carries out its statutory responsibilities regarding all students with an EHCP
- Put provision in place to ensure that progress of pupils with SEND improves relative to those without SEND

Standards and quality assurance

- Attend and participate in open evenings and student performances
- Uphold the school's behaviour code and uniform regulations
- Attend team and staff meetings
- Develop links with governors, LAs and neighbouring schools
- Liaise with line manager to quality assure SEND provision across school

General duties (generic for all Support Staff):

- To be aware of and comply with all school policies and procedures, including child protection, health and safety, confidentiality and data protection, whilst carrying out duties and responsibilities, reporting concerns to an appropriate person.
- Co-operate with the Headteacher in the fulfilment of the objectives of the school Health and Safety policies including taking reasonable care of your own health and safety and reporting sickness, accidents, unsafe working conditions, practices and dangerous occurrences.
- To take responsibility for promoting and safeguarding the welfare of children and young people
- To participate in the school's Support Staff appraisal process, as appropriate
- To present the best possible image of the school in general, and, in particular, in all contact and communications with the general public, visitors, parents, students, customers, suppliers and all other external organisations.
- To undertake training and staff development as needed and as determined by the school management, this includes maintaining personal and professional development to meet the changing demands of the job.
- To play a full part in the School community to support its ethos and values.
- Maintain confidentiality at all times.
- All colleagues are required to comply with the Staff Handbook which is updated every year.



- To undertake such other duties, commensurate with the post, which your line manager, or other members of the Senior Leadership Team, may reasonably and occasionally require, including working evenings and covering for absent colleagues.
- All colleagues are required to operate under the specific direction of the Headteacher.

The school is committed to safeguarding children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS check.

This job description is designed to outline the main duties and responsibilities associated with the post but are not intended to be an exhaustive list of all duties performed. It will be reviewed each year and it may be subject to modification or amendment at any time after consultation with the post-holder, Line Manager, Headteacher or her representative.



PERSON SPECIFICATION

The successful candidate would demonstrate the following skills:

Essential skills, experience and abilities

Qualifications

- Degree level education
- Commitment to undertake Level 3 Safeguarding training
- Recent and professional development

Knowledge and Experience

- Working knowledge of the SEND Code of Practice.
- Working successfully with SEND students in mainstream setting
- Use of assessment and attainment data and information to improve standards
- Experience of working with 3rd parties and external agencies
- Knowledge of up to date developments in SEND
- Experience of coaching or mentoring young people
- Success in identifying and delivering appropriate interventions
- Experience of working with parents to support student progress
- Experience of deploying staff effectively
- Supporting and training staff to support student welfare and progress Experience of maintaining a SEND register
- Experience of budget management
- Experience of training teachers in respect of SEND
- Experience of setting targets and monitoring, evaluating and recording progress
- Working experience of the EHCP process and the evidence needed
- Good and current understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills.
- Good understanding of factors promoting effective transfer of learners from one phase of education to the next.
- A commitment to high quality and inclusive education.
- Commitment to promoting and safeguarding the welfare of young people.

Skills

- Strong IT skills including knowledge of Excel, Word, databases etc.
- Excellent time management and the ability to effectively prioritise work to meet deadlines
- Excellent organisational and administrative skills
- Ability to work collaboratively with colleagues
- Complete confidentiality and discretion including the ability to handle sensitive and confidential information.
- Flexibility to respond and adapt to changing demands.
- Proven tact and diplomacy in dealing with contacts, including adults and children.
- Make consistent judgements based on careful analysis of available evidence



Communication

- Excellent communication and interpersonal skills, including written skills.
- Confident and appropriate telephone manner with the ability to deal confidently with enquiries.
- Ability to build professional relationships
- Friendly but professional manner
- Ability to build trust
- Empathise with the difficulties of SEN pupils in accessing the curriculum.
- Present in a clear manner a wide range of specialized information both to educationalists and non-educationalists.

Personal

- Ability to remain calm and polite under pressure with capacity to respond flexibly to unexpected situations.
- Proactive with a willingness to learn
- Reliable
- Willing to be flexible and support colleagues as required
- Good standard of personal presentation.
- Positive 'can do' approach
- Commitment to support the ethos and values of Loreto Grammar School
- Strong and independent motivation

Desirable skills, experience and abilities

- Qualified SENDCo (national SENDCo award) – desirable but training will be available.
- Further professional qualification in SEND
- Accredited qualification for assessing and teaching students with specific learning difficulties or Access Arrangements
- Level 7 Diploma in assessing and teaching learners with specific learning difficulties.
- Evidence of continuous INSET with particular reference to SEN.
- Qualified teacher with at least four years' experience
- Teaching pupils at Key Stage 4 and 4
- Experience of leaving a team of teachers on the curriculum initiative
- Experience of leading annual reviews for students with EHCPs
- Experience of managing a budget
- Experience of middle leadership
- First Aid qualification or experience
- Experience of managing staff
- Experience and understanding of Access Arrangements with a working knowledge of JCQ regulations.
- Using comparative information about attainment
- Understanding of the funding support mechanism for SEND
- Knowledge of the roles and responsibilities of multi-professional agencies such as Educational Psychologists
- Producing and working with Learning and pastoral support plans
- An understanding of the broader secondary and primary context, and Government initiatives to raise attainment and outcomes