

Kingsdale Foundation School

Job Description: **SENDCo**

Main Areas of Responsibility

Strategic Development of Special Educational Needs and Disabilities (SEND) Policy and Provision in the school:

1. Be responsible for the day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND
2. Co-ordinate and complete Annual Reviews for student with SEND, in line with the SEND Code of Practice
3. Work closely with staff, parents, the Local Authority, external agencies and other schools to enable SEND pupils to reach their potential
4. Ensuring the precise and timely drafting of statutory documents (such as EHCP applications); reviewing and chairing Annual Reviews, case conferences and provision plans, SEND register and maintaining appropriate contact with parents of new and existing students
5. Be a key point of SEND contact for external agencies, especially the Local Authority
6. Prepare/implement SEND action plans by using statistical data analysis to identify trends in attainment and to highlight individuals/groups that are under attaining or are at risk of doing so. Identify patterns of SEND attainment that may need addressing and then to address them proactively; use local and national statistical data and other information, in order to provide, a comparative baseline for evaluating SEND learners progress and attainment.
7. Implement an evidence- based approach to appropriate interventions for students with identified SEN profile and EHCPs in order to support students with additional support needs and disabilities to achieve their potential
8. Ensure that provision for children meets statutory requirements and liaise with the Compliance and Entitlement Officer to ensure that children with EHCP's, statements and other identified needs are adequately supported at school within the bounds of reasonable adjustments
9. Liaise with any off -site alternative provision and ensure that appropriate records are kept of any provision
10. Attend Year 6 Annual Reviews for primary school pupils withy EHCP to help facilitate continuity and progression through the development of a transition programme. Liaise with Year 5/6 pupils requiring advice about provision.
11. Manage the assessment process for exam access arrangements in conjunction with specialist teachers and the exam office

Precision Teaching to meet the needs of all students

1. Work with colleagues to develop an innovative and ambitious SEND curriculum designed around the particular needs of our students
2. Model outstanding planning, assessment and teaching in order to support staff in the school to achieve high quality SEND teaching, effective use of resources and the highest standards of learning and achievement for these students

3. Work with Heads of Department, Coordinators and Faculty Directors to ensure that Quality First Teaching Strategies are embedded in teaching and learning across the Academy.
4. Work with Heads of Department, Coordinators and Faculty Directors to ensure that strategies on Student SEN Profiles are being used as part of the lesson planning process and are integral to teaching and learning across the Academy.
5. Provide model lessons and advise on high quality SEND teaching materials and schemes of learning
6. Carry out assessments of pupils with SEND to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents
7. Secure and sustain highly effective SEND teaching of subjects through structured monitoring and evaluation of all aspects of SEND teaching and learning and active participation in the school's monitoring, evaluation and review cycle through lesson observations, feedback to teaching staff, work sampling, learner interviews and written reports to the Headteacher and Senior Leadership Team as necessary

Professional Development

1. To work with Faculty Directors to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
2. Advise on and contribute to the professional guidance, training and development of staff, including whole school INSET provision, allowing them to better support students with additional needs
3. To assist in planning the induction for all new and Newly Qualified Teaching staff, arranging
4. regular meetings with them and undertaking classroom observation, as appropriate with respect to SEND
5. Maintain an up-to-date knowledge of statutory requirements, national and local development & initiatives which may affect the school's policy and practice
6. Seek out SEND best practise through networks and research, to share with colleagues
7. Source additional external training where required in order to equip staff with specialist knowledge e.g. Autism, self-harm, anxiety etc.

Leading and managing

1. Promote a culture of inclusivity in the school
2. Liaise with the faculty Director to provide regular information to the Headteacher and governing body on the evaluation of SEN provision
3. Organise and oversee the deployment of support staff including Specialist teachers and Teaching Assistants.
4. To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the area.
5. Manage budgets in line with best value with any available funds
6. Aim to secure quality marks for the school – British Dyslexia Association Dyslexia Friendly Quality Mark, Inclusion Quality Mark, Secondary Basic Skills

Quality Mark (QM Alliance) as examples to firmly place Kingsdale as a school with a strong commitment to equality and inclusion.

Person Specification

1. An understanding of, and commitment to, the aspirational ethos of Kingsdale School
2. To hold a degree or equivalent qualification in a relevant subject
3. Qualified Teacher status
4. Appropriate and successful experience and/or qualification in the teaching of the named subject(s)
5. To demonstrate the ability to maintain the highest expectations for all pupils
Demonstrate the ability to progress pupils' learning ensuring that students reach appropriate levels of attainment in public examinations
6. Ability to do the job description
7. Appropriate classroom and behaviour management skills
8. The knowledge, understanding and ability to put into practice the School's Equal Opportunities Policies
9. Highly competent and efficient with the interrogation, analysis, compilation, presentation and use of data to identify strengths, areas for improvement and to share good practice across the year group in the subject.
10. Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with students
11. Physically able and sufficiently resilient to fulfil the requirements of the post
To have recent, successful experience of teaching in a multi-cultural School
Good and effective verbal and written communication skills with people at all levels both within and outside of the school
12. To present information and ideas clearly, by using language and demonstrating other communication skills appropriate to audience
13. Exercise flexibility in order to accommodate changes in work priorities
14. Provide contingencies to deal with the unexpected
15. Think clearly and logically in working through a problem, making referrals as appropriate
16. Anticipate workload and plan ahead
17. Must be able to work positively and collaboratively with the Director with the ability to accept easily direction and responsibility within the confines of the post.
18. Detailed understanding and knowledge of the relevant statutory and other frameworks, including the SEND Code of Practice and the proven ability to translate these into and implementable and evaluated actions
19. Ability to work with other managers and to implement school and departmental policies to ensure academic progress across the identified cohort/relevant cohort meets or exceeds expectations i.e. achieves positive residuals.
20. Strong organisational, management, written and oral communication skills
21. Monitor progress against key performance indicators
22. Contribute towards the effective delivery of performance targets, objectives and standards set at departmental/school level
23. Lead by example in demonstrating/adhering to the standards of behaviour expected in the school environment

In addition to a candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and
- Attitudes to use of authority and maintaining discipline

This job description may be amended at any time following discussion between the Headteacher and member of staff and will be reviewed annually. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a senior manager to undertake work of a similar level that is not specified in this job description.