

Job Description

Post Title:	SENDCo
Location:	Rushcliffe Spencer Academy
Salary/Pay Range:	L6 – L10
Hours of work:	Full Time
Reporting to:	Assistant Principal

Main purpose of role

To lead provision for pupils with special educational needs across the school, ensuring that they have access to high quality teaching, are able to make excellent all-round progress and access their next steps in education, employment and training.

In this job description, pupils with special education needs are deemed to include:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

The Teacher SENDCo, in collaboration with the Senior Leadership Team and governing body, will play a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of pupils with SEND.

The Teacher SENCO will also take day-to-day responsibility for the operation of the SEND policy and coordination of the provision made for individual pupils with SEND, working closely with the Assistant Principal, staff, parents and carers and other schools/academies in the trust as well as external agencies. The Teacher SENDCo is to provide related professional guidance to colleagues with the aim of securing high quality teaching for pupils with SEND.

Duties specific to this role

Teaching and Learning

- Identify, promote and adopt the most effective teaching approaches for pupils with SEND.
- Monitor and evaluate teaching and learning activities to ensure the school is meeting the needs of pupils with SEND.
- Actively teach learning intervention and support groups in order to accelerate their progress.
- Ensure all pupils with additional needs are making progress at least in line with and, wherever possible, beyond national expectations.

- Advise teaching and non-teaching staff on appropriate interventions, differentiation and strategies to support the learning, engagement and progress of pupils with SEND.
- Have regard to individual needs of pupils with Special Educational Needs and support their learning by using a wide range of teaching strategies, planning and providing support for their full participation in all activities both in and out of lessons.
- Liaise with classroom teachers and faculties to ensure the identification/ continuity of support and learning of pupils with SEND across the school.
- Liaise with other schools to ensure continuity of support and learning when working with students with SEND and to allow for the sharing of good practice between schools to be shared.
- Talk to pupils with SEND, and their parents/carers with a view to listening to what they have to say about their experience of education/school, addressing any areas of concern.
- Sustain and improve the high standards of pupil achievement and promote their spiritual, moral, social and cultural development and their good behaviour.

Recording and Assessment

- Keep the Special Needs Register up to date and share with staff.
- Set challenging and realistic targets for raising achievement among pupils with additional learning needs and SEND.
- Oversee the quality assurance of progress data for pupils with SEND at each Progress Review and systematically throughout the year to identify and intervene with trends and pupil achievement.
- Use knowledge of intervention strategies to support pupil progress through leading and monitoring a range of intervention programmes.
- Set up effective systems for identifying, assessing and reviewing trends in progress for SEND pupils.
- Meet with the Assistant Principal and faculties to formulate plans to address any issues and needs as appropriate.
- Maintain and further develop existing systems for identifying, assessing and reviewing SEND provision.
- Update the Senior Leadership Team and governing body on the effectiveness of provision for pupils with additional learning needs and SEND.
- Develop whole staff and Governor understanding of additional learning needs and the importance of raising achievement among pupils with SEND.
- Work closely with the Assistant Principal to build partnerships with parents/carers so that they have confidence in the school support for SEND by ensuring regular contact with them and informing them regularly of their child's progress and achievements.
- Oversee the effective communication of information to LA, external agencies, parents and other schools.

Leadership

- Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with additional learning needs and SEND.
- Provide training opportunities for learning support assistants and other teachers to learn about SEND / additional learning needs.
- Disseminate outstanding practice in SEND across the school including appropriate staff development opportunities for Teachers, LSAs and other support staff to learn about SEND e.g. lead INSET.
- Identify resources needed to meet the needs of pupils with SEND and advise the Senior Leadership Team of priorities for expenditure.
- Oversee the effective organisation and deployment of teaching assistants, including training, monitoring and appraisals.
- Attend CPD appropriate to all aspects of SEND.
- Work collaborative to ensure an inclusive approach is taken for identified pupils.
- Liaise with the SEND Governor at least once every term for monitoring purposes.
- Write an annual action plan and quality assurance framework for SEND that is in line with the school's improvement plan.
- Regularly inform the Senior Leadership Team of progress on annual action plan for SEND.
- Attend and contribute to Senior Leadership meetings as required and be part of the Academy's Leadership duty rota.

Standards and Quality Assurance

- Support the aims, values and ethos of the school by adhering the school's core purpose
- Attend and participate in consultation meetings.
- Maintain an up-to-date knowledge of statutory duties and national developments in relation to SEND.
- Lead professional development activities, as appropriate, to update and develop the skills of colleagues relevant to your area of responsibility.
- Participate in staff training.
- Attend transition, staff, meetings, Parents Evenings and Open Evenings.
- Develop links with LAs, external providers and other schools as appropriate
- Participate in Appraisal in accordance with school policy.
- Liaise closely with the Assistant Principal to ensure a shared vision for moving SEND forward in line with the annual action plan and school's improvement plan.

General:

February 2025

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Academy policies including in particular Health and Safety and Safeguarding.
- Participate in the Academy Appraisal process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.

These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

Additional Information

The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.

Person Specification	Essential	Desirable
Education:		
QTS	✓	
Qualification related to the role of SENCO (or working towards)	✓	
Successful teaching experience in a secondary school	✓	
Evidence of further CPD relevant to the SENCO role		✓
Experience:		
Experience in working as part of an additional needs team	✓	
Experience of effective deployment of staff or resources	✓	
Experience in managing a team		✓
Experience of working with external providers to enhance		✓
Experience of introducing new initiatives and/or of managing change		✓
Knowledge & Understanding:		
Knowledge and understanding of national and regional education issues relating to provision for students with additional needs	✓	
Understanding of effective teaching and learning strategies including behaviour for learning	✓	
Has the knowledge and understanding of current and national issues in relation to student development, student progress and raising achievement at KS3 and KS4.	✓	
Good understanding of best practice and current educational thinking	✓	
Knowledge and experience of Academy improvement planning		✓
Knowledge and experience of monitoring, evaluation and review processes		✓

Understanding of how to track student achievement using data and of intervention strategies to raise achievement		✓
Motivation & Social Skills:		
Vision to develop SENCO role within a high achieving school	✓	
Ability to motivate, lead and support staff and students	✓	
Excellent communication and inter-personal skills	✓	
Ability to analyse problems, reach considered judgements, resolve issues and delegate effectively	✓	
Personal organisation and time management skills	✓	
Ability to communicate effectively, both orally and in writing with a range of audiences	✓	
Personal Qualities:		
Dynamic nature with innovative ideas and a passion for teaching and learning	✓	
The highest levels of personal and professional integrity	✓	
Energy and drive	✓	
Ability to motivate self and others	✓	
A commitment to raising the aspirations of the whole school community	✓	
Monitoring, Evaluation & Review Accountability		
Has the skills and aptitude to lead and manage teams and be accountable for outcomes to the Senior Leadership Team	✓	
Is able to monitor student and staff performance	✓	
Is able to evaluate and review progress and evaluate change	✓	
Other Professional Requirements		
A commitment to, and understanding of, the wider aspects of student development, including Literacy	✓	
Has the ability to plan and lead on whole school initiatives	✓	
Successful practice that embodies the principles of Every Child Matters	✓	
Has the ability to work with parents, external agencies and the wider community	✓	
Is flexible, able to work under pressure and meet deadlines	✓	