



Astrea Academy Trust

LEARN, THRIVE, SUCCEED

# Role Profile

SENDCO

Cottenham Village College

## **ROLE SPECIFICATION**

<b>Academy / Department</b>	Cottenham Village College
<b>Post title</b>	SENDCO
<b>Responsible to</b>	Assistant Principal
<b>Full time Salary</b>	MP1-UPS3 (currently £33,235-£52,064) plus a TLR 1A (£10,173)
<b>Working Hours</b>	Full-time
<b>Pension</b>	Teachers' Pension
<b>Line Management Responsibility</b>	Yes

## **ROLE SUMMARY**

The SENDCO plays a strategic and operational role in ensuring inclusive education across the school. They will lead the development and implementation of the SEND policy and oversee the provision for scholars with additional needs.

Working closely with staff, parents, and external agencies, the SENDCO will provide expert guidance and ensure that scholars with SEND receive tailored support. This will include managing assessments, planning individual learning programmes, and reviewing progress. They will also oversee Access Arrangements for students requiring additional support during exams and ensures effective communication of student needs across the school.

As a qualified teacher, the SENDCO will fulfil all professional teaching responsibilities while also supporting staff in delivering high-quality, inclusive lessons. They will provide strategies and resources to help teachers meet the needs of students both in the classroom and through one-to-one support. To support the teaching of maths or English in nurture groups.

In their leadership capacity, the SENDCO is accountable for the quality of teaching, curriculum delivery, and outcomes for students with SEND. They will manage staff within the SEND team, ensuring high standards of performance and continuous professional development.

## **KEY ACCOUNTABILITIES**

- ★ The successful applicant will contribute to school self-evaluation, particularly with respect to provision for scholars with SEND or a disability and ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- ★ Support with the effective coordination of the Academy's Special Educational Needs and Disability Provision.
- ★ Assist the teaching staff in raising attainment by ensuring that all scholars have equal opportunity to fulfil their full potential.
- ★ Be responsible for the strategic development of SEND policy and provision and have a strategic overview of provision for scholars with SEND across the school, monitoring and reviewing the quality of provision.
- ★ Plan and deliver specific learning interventions to groups/individual scholars.
- ★ Develop and prepare resources for learning activities in accordance with lesson plans and in response to scholar needs.
- ★ Contribute to the planning of opportunities for scholars to learn in out-of-academy contexts in line with academy's policies and procedures.
- ★ Motivate and progress scholars' learning by using clearly structured, teaching and learning activities.
- ★ Assist with the class teachers (and other professionals as appropriate), in the development of suitable programmes for SEND Support Plans/Educational Health Care Plans.
- ★ They will need to maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice and evaluate whether funding is being used effectively.
- ★ They can then propose changes to make use of funding more effectively.
- ★ Lead identified Annual Review's for scholars with EHCP's and be a key part in the collation of information to prepare for all annual reviews.

- ★ Lead SEND reviews / Learning Plan reviews.
- ★ Engage with external professionals to ensure provision is in place for scholars with identified needs.
- ★ Establish and implement clear policies and practices for assessing, recording and reporting on scholar achievement in line with academy policy.
- ★ Support and guide colleagues to select the most appropriate learning methods and resources to meet the needs of scholars.
- ★ Contribute to and be familiar with lesson plans, Learning Plan/My Plan/Educational Health Care Plans targets and learning objectives.
- ★ Promote and support the inclusion of all scholars, including those with specific needs, both in learning activities and within the classroom.
- ★ Promote and reinforce scholar's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
- ★ Work closely with class teachers in encouraging acceptance and integration of scholars with special needs, or from different cultures and/or with different first languages.
- ★ Support the role of parents in scholar's learning and contribute to/lead meetings with parents to provide constructive feedback on scholar's progress, achievement and behaviour, maintain sensitivity and confidentiality at all times.

### **MONITORING AND ASSESSMENT**

- ★ Work collaboratively with class teachers and curriculum leaders to evaluate scholars' progress through a range of assessment activities.
- ★ Assess scholars' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- ★ Monitor scholars' participation and progress and provide constructive feedback to scholars in relation to their progress and achievement.
- ★ Assist in maintaining and analysing records of scholars' progress.
- ★ Contribute to programmes of observation and provide reports, evaluations and other information to assist in the provision of appropriate support for specific scholars.
- ★ Support the teaching staff with reporting scholars' progress and achievements at parents' meetings.
- ★ They will also undertake the Designated Safeguarding Lead training and develop effective working relationships with the Designated Safeguarding Lead.

### **Behavioural and Pastoral**

- ★ Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures and making sure the individual/s involved understand it is unacceptable.
- ★ Understand and implement academy's child protection procedures and comply with legal responsibilities.
- ★ Assist in maintaining good discipline of scholars throughout the academy and escort and supervise scholars on planned visits and journeys.
- ★ Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home and community links.
- ★ Supervise scholar break/lunch time and plan and organise break/lunch activities.
- ★ Work in collaboration with teachers and professional or specialist support staff involved in the scholar's education. These may include social workers, health visitors, language support staff, speech and language therapists, educational psychologists and physiotherapists.

### **Other Duties and Responsibilities**

- ★ Undertake a shared responsibility for health, safety, hygiene and cleanliness throughout the setting
- ★ Be familiar with all emergency and security procedures.

- ★\* Relate confidently and politely to colleagues, volunteers, parents and members of the public.
- ★\* Adhere to academy policies and procedures, particularly Health and Safety and Equal opportunities and operate with regard to relevant legislation.
- ★\* Report any Child Protection incidents or concerns in accordance with the Children in Need procedures, Sheffield Child Protection procedures and education directorate guidance.
- ★\* Have a flexible approach to work.
- ★\* Any other duties commensurate with the grade and falling within the scope of the post as requested by management.
- ★\* Respect confidentiality.
- ★\* Cooperate and liaise with departmental colleagues.
- ★\* Demonstrate a commitment to own development, to take advantage of education and training opportunities and develop own competence.
- ★\* Support and encourage harmonious internal and external working relationships.
- ★\* Develop effective professional relationships with colleagues knowing how and when to draw on advice and specialist support.
- ★\* Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues.
- ★\* Communicate effectively with parents, carers and external agencies with regard to scholars' achievements and well-being.
- ★\* Demonstrate a high standard of personal and professional conduct and uphold public trust in the profession by maintain a high standard of ethics and behaviours in and outside of the academy in line with the academy's policy.
- ★\* Has professional regard for and actively promote the ethos, policies and practices of the academy and maintain high standards in own dress, attendance and punctuality.
- ★\* Understand and act within the statutory frameworks which set out professional duties and responsibilities.
- ★\* Accept accountability for achieving the highest possible standards in their own work and conduct and to be able to self-critical and reflective.
- ★\* Act with honesty and integrity at all times.

## **PERSON SPECIFICATION**

	<b>Essential</b>	<b>Desirable</b>
<b>Education and Training</b>		
Education to degree level in a relevant subject plus teaching qualification and ability to teach Maths or English	•	
Experience as 2 i/c of SEND or a different subject	•	
Willingness and ability to obtain and/or enhance qualifications and training for the development in the post	•	
Expertise in SEND, including the SEND qualification	•	
<b>Experience</b>		
Experience of working with external agencies to support scholars	•	
Use of ICT to support learning	•	
Experience of working in a multi culturally diverse school	•	
Successful experience of working in secondary education	•	
<b>Knowledge</b>		
Knowledge of scholar development and implementing next steps in learning	•	
Knowledge of language acquisition and development strategies	•	

Excellent numeracy/literacy/oral skills	•	
Ability to form and maintain appropriate relationships and personal boundaries with scholars and families	•	
Willingness to undergo appropriate checks, including enhanced DBS	•	
Have a confident and diplomatic approach and an awareness of the importance of confidentiality	•	
Working knowledge of national curriculum	•	
Knowledge of Child Protection Procedures	•	
Ability to lead and organise a team	•	
Demonstrate personal and professional integrity, including modelling Astrea values and vision	•	
Ability to plan effective actions for scholars at risk of underachieving	•	
<b>Professional Skills</b>		
Excellent written and oral communication skills	•	
Ability to observe and monitor progress, and maintain records	•	
Be able to work successfully as part of a team	•	
Proactive in supporting scholars in class	•	
Proven ability to inspire, lead and participate actively in building and sustaining a learning community and network with others within and beyond the school	•	
Ability to work from instructions and own initiative	•	
An understanding of and competent use of ICT including emerging technologies to aid and promote the quality of teaching, learning and administration	•	
<b>Personal Qualities</b>		
Confident, enthusiastic and motivated with a passion for people practice	•	
Commitment to self-development and continual improvement	•	
Strong relationship building skills with the ability to work as part of a team understanding Trust roles and responsibilities and own position within these	•	
Commitment to Diversity, Equity and Inclusion	•	
Ability to command credibility and respect	•	
Flexible and organised approach to work	•	
High levels of resilience, emotional maturity and a non-judgmental attitude	•	
Inquisitive nature with sound problem solving skills, judgement and initiative	•	
Can-do attitude and solution focused approach with an ability to manage expectations	•	
Able to adapt to changing circumstances and new ideas	•	
High level of integrity with an ability to self-evaluate and reflect	•	
<b>Line Management</b>		
This role will have line management responsibility	•	

### **GENERAL RESPONSIBILITIES**

- ★\* Contribute to the overall aims of the Trust and Academy Improvement Plans.
- ★\* Commitment to continual learning and development of skills.
- ★\* Behave in a manner that is professional, friendly and fair demonstrating and role modelling politeness and respectfulness.
- ★\* Demonstrate an excellent record of attendance and punctuality.
- ★\* Be aware of and comply with Trust policies and procedures including but not exhaustive of:
  - Acceptable Use of IT Policy
  - Code of Conduct
  - Keeping Children Safe in Education (KCSIE 2024)
  - Child Protection and Safeguarding Policy
- ★\* Work cooperatively as part of the Trust wide staff team.
- ★\* This role profile is not exhaustive and undertaking other duties may be required.

### **THIRD PARTY CHECK**

Is this role subject to the following checks?

Disclosure Barring Service Enhanced Check (DBS)	Yes
Section 128 (S128) check	Yes
Is this role a Senior Leadership Role with management responsibility for the academy?	

### **APPLICATION PROCESS**

Due to the Education sector requirements and that we must comply with Keeping Children Safe in Education (KCSIE) an application form must be completed. We are unable to accept a CV as form of application. We recognise that our application forms are comprehensive. If you have any difficulties completing, please do contact [recruitment@astreaacademytrust.org](mailto:recruitment@astreaacademytrust.org)