

Post: SENDCO	
The role	The key purpose of this post is to ensure excellent progress and outstanding educational outcomes for students identified with Special Educational Needs and Disabilities (SEND) and to ensure that these students play a full part in the life of the school.
Grade	Leadership scale L8 -L12 (£61,039-£66,485)
Line Manager	Deputy Headteacher (Pastoral lead)
Headteacher	Sarah Creasey
Terms & conditions	This post is offered subject to the terms and conditions in the Teachers' Pay and Conditions Document 2022, the National Standards for Qualified Teacher Status and the Teachers' Standards 2012.
Reason for vacancy	This permanent vacancy has arisen as a result of resignation of the current post holder.
Equal opportunities	The school operates an equal opportunities policy. We believe in the right of all individuals, regardless of ethnicity, age, disability, sexuality, gender or background to be treated with respect and fairness.
Safeguarding	Parliament Hill School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We will ensure that our recruitment and selection practices reflect this. All successful candidates will be subject to DBS checks along with other relevant employment checks.
Employment checks required	<ol style="list-style-type: none"> 1. Fully completed application form (curriculum vitae NOT acceptable) 2. Rehabilitation of Offenders Act declaration 3. Right to work in the UK 4. Enhanced DBS 5. Employment history including explanation of any gaps 6. Proof of academic and professional qualifications 7. Qualified Teacher Status 8. Statutory Induction Standards (if appropriate) 9. General Teaching Council registration 10. Occupational Health check 11. Receipt of at least two satisfactory references

Information about the recruitment process:	
Start date	September 2023
Closing date	Wednesday 29 March
Interview date	w/c 17 April
Interview panel	Sarah Creasey, Fiona Carey, Donna Billington

PURPOSE

The key purpose of this post is to ensure excellent progress and outstanding educational outcomes for students identified with Special Educational Needs and Disabilities (SEND) and to ensure that these students play a full part in the life of the school. This includes SEND students in our post-16 provision. The post holder will:

- Lead, develop and co-ordinate the provision for students with SEND, by working with Team Leaders, Achievement Team Leaders and others, to ensure that needs of students with SEND and medical needs are effectively met such that students with SEND make good progress, the achievement gap is closed and students with SEND are well prepared for the next stage of education
- Lead and manage SEND in accordance with the Code of Practice. This includes a coherent and up to date whole school SEND policy and leadership of changes and updates of the Code of Practice.
- Liaise and be a key point of contact with external professionals, agencies and other bodies (e.g. other providers of education) in matters related to the support and provision for students with SEND and medical needs, working closely with SLT, DSL and other colleagues as appropriate.
- Provide professional guidance and learning opportunities to colleagues, working closely with staff, parents and other agencies.
- Ensure that the records for students with SEND are kept up-to-date and that their progress is closely monitored.

ACCOUNTABILITIES

The post holder is accountable for:

- The progress and outcomes of students with SEND;
- Aspects of the quality of teaching, learning and assessment and/or personal development and well-being relating to SEND provision;
- The school's progress in specified aspects of the school development plan as relate to SEND;
- The school's compliance with the 2014 SEND code of practice and similar subsequent legislation and guidance.

RESPONSIBILITIES

In addition to the duties of a classroom teacher this post includes the following generic and specific responsibilities.

Team Leadership, to include:

- Line management of the SpLD teacher/Assessment coordinator
- TA Lead
- Well Being Project Manager
- SEMHn Mentor
- First Aid Co-Ordination
- Selecting, supervising and training teaching assistants who work with students with special educational needs, including supporting their liaison with other colleagues in and out of school.
- Liaise closely with other colleagues to find solutions for SEND students who are becoming disengaged. Monitor student attendance, progress and conduct data to identify these students

- Teach individuals and groups of students with additional needs, as appropriate.
- Play a lead role in the co-ordination of Social Inclusion Panels and corresponding actions, alongside other colleagues.
- Preparing and reviewing the information required to be published by the appropriate authority pursuant to the Education (Special Educational Needs) (Information)(England) Regulations 2014, the objectives of the appropriate authority in making provision for special educational needs, and the special educational needs policy referred to in paragraph 1 of Schedule 1 to those Regulations
- liaising with the Senior Leadership Team, Team Leaders and Achievement Team Leaders to coordinate interventions and monitoring their impact
- reviewing the performance of other staff and contributing to the probation and appraisal processes

Particularly in relation to EHCP/ENG students:

- Have a strategic overview of provision for all students with SEND across the school, monitoring and reviewing the quality of provision and teaching and learning of these students.
- Contribute to self-evaluation and the school improvement plan, particularly with respect for provision for students with SEND.
- Ensure SEND policy is put into practice and amended as appropriate.
- Promote an ethos and culture which supports the school's SEND policy and inclusive pedagogy ethos, promoting outstanding outcomes for students with SEND.
- Implementing EHCP and associated processes, ensuring provision is in line with funding.
- Follow and implement processes that allocate funding to students without EHCPs (e.g. cluster funding, high needs block), liaising with the Finance Department as necessary.
- Review EHCPs/ENG with families or carers and the student and disseminate information to all relevant staff.
- Ensure the EHCP and Assess Plan Do Review process is conducted effectively across all provision, in line with school policies and statutory and local requirements for reporting.
- Respond to annual consultations from the Local Authority and primary schools in relation to the transfer of year 6 students and in-year admissions with EHCPs and lead on transition arrangements for these students.
- Lead on elements of year 6 and in-year admission to establish student needs and starting points, as an integral member of the Transition Team. This includes, but is not limited to: arrangements for CATs testing prior to entry; visits to current school setting; liaison with external agencies as appropriate.
- Maintain an accurate and up to date SEND profile, ensuring staff accessibility and awareness.
- Provision map the needs and interventions to ensure high impact and value for money, on an individual student basis and whole school basis.
- Be a key point of contact for external agencies, especially the Local Authority.
- Secure relevant services for individual students in line with their area(s) of need.
- Oversee the process for developing Personalised Plans (or equivalent).
- Work with educational psychologists, health and social care professionals, speech and language therapists and occupational therapists and other external agencies

In relation to the wider needs of SEND students:

- Leading, developing and enhancing the teaching practice of other staff through:

- advising teachers about adapted teaching methods appropriate to meet the individual needs of students identified with SEND.
- contributing to professional learning for colleagues to assist them in carrying out their responsibilities and obligations to SEND students
- leading the school's SEND Policy and SEND information report
- observing the teaching and learning of students with SEND
- being informed about useful initiatives and disseminating information effectively

- Exercising a leading teacher's professional skills and judgements in order to:
 - advise on staff training and development needs relating to meeting the needs of students with SEND, based on research and awareness of good practice
 - audit, monitor and evaluate the provision for students with SEND across the curriculum
 - analyse and interpret student progress data to identify students for intervention and to monitor and evaluate student progress and the impact of interventions

- In relation to each of the registered students who the SENDCO considers may have special educational needs:
 - informing a parent of the student that this may be the case as soon as is reasonably practicable
 - identifying the student's special educational needs
 - coordinating the special educational provision for the student which meets those needs
 - monitoring the effectiveness of any special educational provision made for the student
 - securing relevant services for the student where necessary
 - ensuring that records of the student's special educational needs and the special educational provision made to meet those needs are maintained and kept up to date
 - liaising with and providing information to a parent of the student on a regular basis about that student's special educational needs and the special educational provision being made for those needs
 - ensuring appropriate access arrangements for public examinations, via line management of the Assessment Co-Ordinator.
 - ensuring that, where the student transfers to another school or educational institution, all relevant information about the student's special educational needs and the special educational provision made to meet those needs is conveyed to the appropriate authority or (as the case may be) the proprietor of that school or institution, and
 - promoting the student's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities

OVERRIDING REQUIREMENTS

This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive listing of tasks and can be varied in consultation with the post holder in order to reflect changes in the job or the organisation. Job descriptions are reviewed annually as part of the appraisal process and may be amended at any time in consultation with the member of staff.

The post holder is expected to:

- Have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.
- Take responsibility for own personal and professional development, and show aptitude to develop further within and beyond this role.
- Ensure that the School's Equality Policy is adhered to and promoted in all aspects of the post holder's work.

- Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post, in keeping with the School's quality assurance procedures and systems.
- Undertake responsibility for safeguarding and protecting the welfare of children and vulnerable adults.
- Comply with and promote the School's Health and Safety policy and procedures and to undertake recommended Health and Safety training as and when necessary.
- Be committed to professional self-development, through participation in service training as necessary for the successful carrying out of the job.
- Undertake such other duties as are commensurate with the grade of the post, as may be reasonably required at the school.
- Maintain appropriate confidentiality. Much of the post holder's work is of a confidential nature, demanding a suitable level of security including, for example, a clear desk policy.
- Adhere to all school policies and procedures, with particular regard to safeguarding and equal opportunities.
- Teach consistently in line with the Teachers' Standards (2012) and make a sustained and substantial contribution to the school through the work that they do in their own teaching.
- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the post holder may be required to undertake any other reasonable duties not specifically identified in the job profile but commensurate with the scope, grade and responsibilities of the post as determined by the line manager or Headteacher.

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PERSON SPECIFICATION:

<p>Qualifications and Experience</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> • Qualified teacher status and evidence of a sound academic subject background and successful teaching • SENDCO qualification • Experience of working with SEND learners in a comprehensive school or special school
<p>Knowledge and Understanding</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> • An up to date knowledge of the code of practice and the statutory processes in place for SEN learners • A knowledge of what constitutes good teaching and an understanding of how to improve the quality of teaching and learning with a particular focus on SEND learners • A knowledge of how children think and learn and what young people with Social, Emotional and Behavioural difficulties experience • A knowledge of how ICT can both enhance and extend learning and improve the administration of SEND • A knowledge of the Disability Equality Act and commitment to making Parliament Hill School accessible to students with SEN or disabilities
<p>Skills</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none"> • The ability to work within a team towards common goals • To set standards and model good practice • Management skills in respect of information and the use of performance data; finance and resources; and people management including delegation; and monitoring and evaluating performance • To command credibility and use expertise to influence others • The ability to communicate effectively with a range of potential audiences • Proven teaching skills and the ability to coach other teachers and share good practice • Proven consultation and negotiation skills • High level ICT skills both to support learning and administration

<p>Personal Attributes</p>	<p>ESSENTIAL</p> <ul style="list-style-type: none">• The ability to manage oneself, including time management, professional direction and an ability to work as part of a team under pressure• The ability to achieve challenging professional goals.• Evidence of a commitment to equality of opportunity and social inclusion• Willingness to take on challenges for the benefit of students, the school and your own development remaining calm and resilient when times become uncertain and difficult• Respond flexibly to circumstances whilst maintaining an overall sense of direction and purpose• Able to use technology creatively to enhance learning and management of the department
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