



Qualifications

- Qualified Teacher Status
- Appropriate specialist qualifications in SEND / National Award for Special Educational Needs Coordination / be prepared to work towards this within 3 years of appointment
- First degree in relevant area

Experience

- A record of successful teaching experience at secondary level
- A sound knowledge and understanding of the key issues regarding assessment
- Experience of teaching a wide range of abilities including working with students with SEND.
- Experience of leading and understanding positive behaviour management with a clear philosophy of inclusive education.
- Successful experience visioning, planning and implementing change.
- Good classroom management skills.

Expertise

- Excellent classroom practitioner with the ability to produce effective schemes of work, demonstrating innovative approaches to learning with outstanding classroom skills that lead to excellent outcomes.
- Excellent leadership, motivational and communication skills.
- Ability to delegate, prioritise and manage the performance of others.
- Ability to use data to judge the effectiveness of teaching, to improve learning and promote achievement for all.
- Ability to appraise, evaluate and advise colleagues on their work and outcomes.
- Excellent ICT skills.

Personal attributes

- Ability to inspire, motivate and support others.
- Ability to initiate and manage change.
- Evidence of being able to build and sustain effective working relationships with staff, Governors, parents and the wider community.
- An educational philosophy in tune with the ethos of the school.
- Resilience and tenacity with the ability to work under pressure.

- Creativity, flexibility and innovative.
- To be hard working and to take pride in work.
- Flexible approach, with the ability to work as part of a team.
- Able to work effectively on own initiative.
- To be enthusiastic, positive with a sense of humour.
- Ability to plan lessons and manage classroom behaviour positively
- Ability to support colleagues and work in a collaborative fashion
- The ability and willingness to contribute to departmental planning and development of schemes of work.
- Ability to develop excellent relationships with students.
- Excellent planning, assessment, recording and monitoring of students: work, including homework.



Other

- A sense of humour
- A commitment to running after school activities
- An empathy with young people and an understanding of their interests
- A commitment to equal opportunities
- A willingness to embrace and support the Catholic ethos of the school
- A commitment to raising achievement and attainment levels of all students

CORE PURPOSE

- The key task of the SENDCO is to ensure that Special Educational Needs provision is both efficiently and effectively managed. The range of responsibilities delegated to the SENDCO with regard to provision and coordination is outlined below.
- It is expected that all legal and statutory requirements are met for students with SEND via the SENDCO.

The SENDCO with the support of the Head Teacher and Governing Body, takes responsibility for the day-to-day operation of provision made by Thomas More Catholic School for students with SEND and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all students

KEY RESPONSIBILITIES

Strategic Development and Direction of SEND Provision

- The day to day management, control and operation of SEN provision within TMCS, including effective deployment of staff and physical resources.
- To monitor and follow up student progress, monitor and close gaps in vulnerable groups, ensuring achievement through proactive intervention.
- To implement School Policies and Procedures, e.g. Equal Opportunities, including Disability Equality.
- Ensure effective communication of SEND information to all staff to inform future planning and differentiation of work for all students.
- Monitoring the quality of SEND provision by establishing effective systems to identify and meet the needs of students, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- Ensure that the objectives of the SEND policy are reflected in the school development plan. Liaise with and coordinate the contribution of external agencies.
- To work closely with the Designated Safeguarding Officer and attend training and meetings when necessary and complete written reports.
- To coordinate the work of EAL Dept., Literacy Support, LAC and ensure all students' needs are met through the wide range of provision available including CAFs and multi-agency meetings.
- Coordinating and supporting EHCP and SEND across the school.
- Timetabling Teaching Assistants relating to EHCP/SEND needs – reviewed as and when the needs changes
- Timetable SEND interventions regarding literacy, numeracy, social communication, speech and language, ASD and other interventions as necessary
- Liaise and schedule literacy baseline assessments on entry for every student. Organise baseline assessments x3 times per year for reading comprehension
- Timetable and coordinate the support for SEMH students through CAMHS, OTR, bereavement and MHFA referral

- Manage and advise on school budget relating to SEND with the Finance Manager
- Cost up and ensure each student on the SEND register has an up to date provision map with detailed support RAG'd and cost effective.
- Analyse school, local and national SEND data
- Advise the HT regarding forecasting of support and evaluation of SEND provision
- Coordinate all Annual Reviews according to EHCP processes
- Reply to consultations made by the LA within 14 days for prospective EHCP students
- Attend necessary Transition meetings i.e. Year 6 and Post 16 where necessary
- Write up statutory assessment paperwork for EHCP applications where necessary
- Ensure accurate IHP are up to date relating to Health – liaise with First Aid
- Ensure proper risk assessments are in place for students that may need this level of support
- Liaise and coordinate exam concessions and exam room – sign off necessary paperwork

Learning and Teaching including Curriculum Development

- To monitor and respond to curriculum development and initiatives at national, regional and local levels.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports within the quality assurance cycle for the Department.
- To produce reports on examination performance, including the use of value added data.
- To provide the Headteacher and the Governing Body with relevant information relating to the dept. performance and development.
- To promote all aspects of inclusive teaching, including those for whom English is an alternative language.
- Lead CPD regularly and where appropriate; this may include chairing and being part of working parties
- Provide opportunities for observation of colleagues/visits to other schools in order to share best practice
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
- Oversee and monitor the quality of student profiles and other support plans and maintaining detailed information for subsequent meetings with parents.
- Lead the review meetings for all SEND students

- Liaise and coordinate Level 7 assessments for exam concessions and special considerations for Year 11 and 6th form examinations
- Keep up to date with national and local SEND policies
- Carry out assessments for those who have SEND or identify needs and monitor progress as and when required

Leading and Managing People

- To be responsible for the day-to-day management of staff within the SEND team and act as a positive role model.
- To work with Senior Leadership Team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the SEND Team.
- To make appropriate arrangements when staff are absent, ensuring student needs are met accordingly.
- To participate in the interview process for posts when required and to ensure effective induction of new staff in line with T MCS procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- Disseminate procedural information such as recommendations of the code of practice.
- Ensure the establishment of opportunities for SEN Teaching Assistants and HLTAs to review the needs, progress and targets of students with learning difficulties.
- Provide regular updates on progress through parent telephone and meetings
- Work with pastoral staff to ensure the needs of SEND students are met i.e. behaviour, wellbeing and related matters
- Line managing SEND department – 14 teaching assistants
- Work closely with Pastoral Team/Asst. Head around SEND students and those with additional needs and behaviour

Efficient and Effective use of Resources

- Work with the Headteacher and the Senior Leadership Team, Governors and colleagues to recruit and retain staff of the highest quality.
- Work with colleagues to deploy all staff effectively within the school in order to improve the quality of education provided including SEND, alternative provision.
- Support the Assistant Headteacher with the school timetable in relation to alternative provision,

- Advise, model and coach staff on the use of Intervention/behaviour strategies for individual/groups of students,
- Ensure the development of innovative and differentiated resources for our student behaviour centre.
- To manage the available resources of space, staff, funding and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the faculty budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- Liaise with external professionals such as Eps, Speech and Language, Occupational Therapists etc.
- Make referrals with outside professionals when necessary
- Ensure up to date information is stored on SEN profiles to be disseminated to staff on Office 365
- Work with classroom teachers to ensure SEND needs are being met in the classroom as well as offering CPD opportunities for staff

Standards

- To monitor and evaluate the performance of SEND students Y7 to Y 13 regarding targets and levels of progress
- To establish the process of the setting of targets within the department
- To contribute to common standards of practice across the school and develop the effectiveness of teaching and learning styles in all subject areas.
- To contribute to TMCS procedures for lesson observation.
- To implement TMCS quality procedures and to ensure adherence to those within the department.
- To monitor and evaluate SEND provision in line with agreed TMCS procedures .including evaluation against quality standards and performance criteria.
- Meet necessary expectations during exam inspections for SEND
- Developing and overseeing the SEND code of practice, SEND policy and SEND information and share on school website and governors.

The post holder will also be expected to undertake any other tasks as reasonably required by the Head teacher or Governors to ensure the efficient and effective operation of the School.