

Special Educational Needs and Disabilities Co-ordinator (SENDCO)



Lancaster Royal Grammar School

State Day and Boarding School for Boys Aged 11 to 18
Coeducational Sixth Form

"Teachers typically deliver the curriculum skilfully. This enables all pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND), to learn well." Ofsted

Lancaster Royal Grammar School

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C J Pyle MA PhD Headmaster

Special Educational Needs and Disabilities Co-ordinator (SENDCO)

We are very pleased that you are interested in the post of SENDCO at Lancaster Royal Grammar School.

At LRGS we have a strong culture of child-centred pastoral care, and dedicated staff committed to supporting children with additional needs. Special educational needs provision is very important to us, and we work hard to support these pupils to thrive. The role of SENDCO is therefore an important one, central to much of what we aim to achieve as a school.

Our SENDCO will be an associate member of the school's Senior Leadership Team, enabling them to influence school strategy and policy. They will lead an experienced Learning Support Department and work across the school with other leaders.

We want our SENDCO to be a high-quality teacher, able to demonstrate the best classroom practices and support other teachers. We would welcome conversations at interview around what level of teaching commitment our SENDCO will have, including the balance between curriculum, SEND specialist teaching, whole class, small group and 1:1 intervention teaching. The school have recently completed a review of the Learning Support Department and SEND provision across the school. The recommendations from this review will be appealing for someone looking to have impact through delivering a longer-term strategy of improvement.

Our new SENDCO will also be joining the school at an exciting time of development as we make progress through the Priority School Building Programme and the potential for considerable investment in our school accommodation. You will find LRGS to be a thriving community of diverse and talented pupils, outstanding colleagues, and supportive parents and carers.

We very much look forward to considering your application.

With best wishes,

Chris Pyle

Head

Lancaster Royal Grammar School



Lancaster Royal Grammar School

Head of Learning Support: Special Educational Needs & Disabilities Co-ordinator (SENDCO)

Associate Member of the Senior Leadership Team - Leadership Spine Points L3 - L5

The care and support of pupils with Special Educational Needs and Disabilities (SEND) is a core value in the school. The strong reputation of the Learning Support Department within the school and in the local community is also important. The SENDCO will ensure that the school provides the very best pastoral and academic support to LRGS pupils with additional needs.

The SENDCO at Lancaster Royal Grammar School will be an associate member of the Senior Leadership Team and hold a role central to the pastoral and academic teams. They will ensure that the school maintains a clear SEND strategy, delivering effective SEND provision across the school.

The SENDCO will advocate for pupils with SEND, demonstrating care, patience and commitment. They will lead with passion and enthusiasm, supporting pupils to thrive. The SENDCO will be an excellent classroom practitioner, able to demonstrate and coach the values and strategies effective SEND provision required.

SENDCO Characteristics, Skills and Qualifications

SENDCOs are qualified teachers with a set of specific teaching skills developed to support children with special educational needs and disabilities. SENDCOs also require leadership skills and the ability to supervise and assess other teachers in a classroom environment. A successful SENDCO will also have various characteristics, skills and qualifications that include:

- Knowledge of local and national SEND policies and statutory guidance, including the UK's Equality Act
- Excellent teaching skills and Qualified Teacher Status (QTS)
- National Award for Special Educational Needs Coordination (NASENCo) qualification or National Professional Qualification in SEND
- Ability to develop new plans and support procedures for teaching children with special education needs and disabilities
- Ability to influence the decisions of key policymakers to develop a SEND-compliant teaching environment
- Emotional capacity to work with and improve the lives of children who have unique and challenging requirements; a calm, patient and encouraging manner; confidence in supporting vulnerable pupils
- Excellent verbal and written communication skills
- Effective communication and interpersonal skills to work effectively as part of a team
- Enthusiasm, dedication, and reliability with effective time management skills
- Initiative and problem-solving skills
- An understanding of professional responsibilities and the drive to develop further

At all times the role's particular responsibilities will include the following:

Strategy & Oversight

- Oversee the day-to-day operation of the school's SEND policy, co-ordinating provision for children with SEND
- Monitor and review SEND need and provision including the allocation of resources, ensuring the school enact a graduated approach to SEND support and provision
- Work with the Deputy Head: Pastoral to review and implement school SEND strategy

- Advise the Deputy Head: Pastoral on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Work with the Head and school Trustees to ensure that the school meets its responsibilities under the Equality Act
- Ensure that school policies and procedures are in line with the latest government SEND policies and regulations
- Attend Pastoral Heads meetings contributing to the effective pastoral care of all pupils
- Attend Curriculum Forum providing advice regarding SEND in an effective curriculum and Teaching & Learning strategy
- Ensure SEND compliance is evidenced including preparation and readiness for inspection and audit
- Continually review the effectiveness of the Learning Support Department including creating Quality Improvement Plans
- Oversee examination access arrangements ensuring that appropriate provisions are in place

Advising Others & Modelling Good Practice

- To be able to have a teaching allocation, being an active classroom practitioner
- To model for others effective teaching and learning strategies in the classroom
- To coach and mentor other colleagues to help support their own classroom practice for the benefit of SEND pupils
- To provide advice and guidance to teachers and Learning Support Assistants
- To ensure that teachers have the knowledge and skills to follow SEND policy, statutory guidance and best practice
- To support the Deputy Head: Curriculum in monitoring teaching practice to ensure that SEND pupils receive a high standard of teaching and support and maximise their full potential

Pupil Support, Pastoral Care and Safeguarding

- Support all SEND pupils by:
 - Teaching pupils strategies to help promote learning
 - Supporting pupils with emotional and mental health related concerns
 - Teaching differentiated curriculum content
- Provide class support where relevant specifically in order to:
 - Observe and assess
 - Manage high or complex need
 - Cover absence where needs cannot be met by other means
- Plan, deliver and evaluate specialist group and 1:1 interventions for SEND pupils
- To be an active member of the Pastoral Heads Team, collaborating with Heads of Year ensuring coherent and holistic pastoral care for SEND pupils
- To support the school's safeguarding ethos and work with the Designated Safeguarding Lead
- To liaise with the School Nursing Sister ensuring a synergy between Medical Centre and Learning Support provision
- To liaise with boarding staff advising on SEND support in the boarding school
- To liaise with the Careers Advisor and Careers Lead to ensure that appropriate guidance and opportunities are provided at options stages and when considering future pathways
- Liaise with the Designated Teacher where a looked after pupil has SEND

Assess, Plan, Do & Review

- To embed a graduated approach to supporting young people with SEND within the school
- Oversee, co-ordinate and quality assure SEND assessment processes in school including:
 - Observations in class and analysis of teacher feedback
 - Making decisions regarding pathway thresholds; ensuring timely referrals are made
 - Completing pathway responses
- Maintain an accurate register of SEND pupils
- Ensure that the school keeps the records of all pupils with SEND up to date
- Manage the Individual Education Plan (Pupil Passport) system, including quality assuring documents to ensure they provide relevant and effective information
- Manage the EHCP process including applications; arranging and chairing review meetings; liaising with the LA
- Communicate with parents including arranging parents' meetings and multi-agency meetings
- Be a key point of contact with external agencies, especially the local authority and its support services
- Liaise with other schools, educational psychologists, and health professionals
- Evaluate SEND provision delivery, ensuring efficiency, effectiveness and continuous improvement
- To liaise with Curriculum Department Heads and Assistant Head (Timetable and Progress) to monitor assessment data and plan interventions

Transition

- Manage successful transitions into school for SEND pupils by:
 - working with the Head of Year 7 & Primary Transition and organising enhanced transition arrangement
 - liaising with feeder Primary Schools
 - contributing to provision planning meetings for new pupils
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

Operational, HR & Team Management

- Line manage the Second in Learning Support and Learning Support Assistants
- Ensure that resources are allocated in line with department priorities and pupil need
- Manage the deployment of Learning Support Assistants and Specialist Teachers
- Prepare and lead SEND training for teachers and Learning Support Assistants
- Manage the SEND mailbox, Learning Support referrals, and other team communication systems
- Work effectively with other school data and communication systems

Other Tasks and Responsibilities

- Work within school policies and procedures
- Carry out other duties which may reasonably be required by the Deputy Head (Pastoral)

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact will be to adhere to and ensure compliance with the school's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school they must report any concerns to the school's Designated Safeguarding Lead or to the Head.

Emotional capacity and skills to work with and improve the lives of children who have unique and challenging requirements	X		AF/I
Experience of working with young people with additional needs	X		AF/I
Excellent skills in communicating with young people including those in distress	X		AF/I
Experience in recording and acting on concerns and safeguarding disclosures		X	AF/I
An excellent teaching practitioner with energy and initiative	X		AF/I
Effective classroom practice and an ability to plan and deliver engaging, well-resourced lessons that lead to pupil progress	X		AF/I
Ability to create a positive learning environment	X		AF/I
Knowledge and experience of a range of Teaching & Learning and assessment strategies.	X		AF/I
Knowledge of KS2, KS3, GCSE and A Level Data and the ability to analyze this information.	X		AF/I
Excellent written and verbal communication skills	X		AF/I
Experience of using Microsoft Office and other IT applications	X		AF/I
Excellent organisational, planning and analytical skills	X		AF/I
Behaviour and Values:			
A child-centered approach, being commitment to pupil welfare	X		AF/I/R
High standard of ethical practice and integrity	X		AF/I/R
Drive to further develop professional skills and knowledge relating to SEND	X		AF/I
A calm, patient and encouraging manner in supporting vulnerable pupils	X		AF/I/R
An ability to be self-motivated and manage time effectively	X		AF/I/R
Discretion and sensitivity	X		AF/I/R
A commitment to improvement valuing professional challenge	X		AF/I/R
Flexible, approachable and able to work as part of the whole school team	X		AF/I/R
Committed to the development and ethos of the school	X		AF/I
Able to work under pressure	X		AF/I/R

The school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.