



JOB DESCRIPTION

POST TITLE:	SEND Lead/ SENDCo
FACULTY:	Inclusion
POST GRADE/SALARY:	Haringey6 Payscale
RESPONSIBLE TO:	Director of Inclusion
RESPONSIBLE FOR:	SEND

This job description may be amended at any time following discussion between the Principal (or member of the Leadership Team) and member of staff; and will be reviewed annually to ensure that it is an active description of the responsibilities and duties of the individual post holder and that these responsibilities and duties match the needs of the College.

AREAS OF RESPONSIBILITY AND KEY TASKS

A. REQUESTING STATUTORY ASSESSMENT:

The SEND Lead/ SENDCo will work closely with young people, families, external agents and college staff to collate and submit evidence for statutory assessment where a young person's needs cannot be met from within the college's delegated budget.

This involves:

- Ensuring that staff have the skills to enable them to differentiate learning tasks appropriately before requesting statutory support
- Adhering to the SEND Code of Practice in regard to providing a graduated response to needs
- Implementing a 'plan-do-review' approach for all young people with SEN
- Carefully monitoring the progress of learners on SEND Support who are struggling
- Maintaining exemplary paper and electronic records
- Ensuring that lecturers are accountable for the progress of all learners
- Setting and reviewing SMART IEP targets which build on prior attainment
- Updating the school records of progress for students with special educational needs
- Continuously auditing and improving college SEND provisions
- Completing and submitting high quality Statutory Assessment paperwork to the appropriate local authority

B. COORDINATING ANNUAL REVIEWS AND PROFESSIONALS' MEETINGS:

The SEND Lead/ SENDCo is responsible for coordinating and holding statutory reviews for young people with SEND.

This involves:

- Sensitively communicating information about young people to range of others, including external services, local authority representative, teachers, parents and carers
- Guiding staff in the production of high-quality paperwork to be used at annual review
- Submitting accurate paperwork, adhering to a strict protocol and time frame
- Confidently chairing reviews and contributing to a range of other key professional meetings, for example child protection meetings and LAC meetings
- Respecting the confidentiality of matters relating to students and their carers
- Communicating effectively with LEA's across London and using the appropriate statutory paperwork for each borough
- Sensitively managing situations where different stakeholders disagree about the best course of action
- Promoting a 'Team around the family ethos' where all viewpoints are valued, and every voice is heard

C: SECURING AND MANAGING FUNDING:

The SEND Lead/ SENDCo is responsible for the day-to-day allocation of funding and services for young people with SEND on cross college courses.

This involves:

- Completing High Needs Funding Applications that are required to secure additional support for post-16 learners
- Costing provisions, resources and systems to ensure they are robust and cost effective
- Ensuring that the young people have timely access to the services and provisions they need, as outlined in their EHCP
- Feeding back to the Director of Inclusion or governing body on the cost effectiveness of provisions
- Being flexible and creative with funds to ensure the best outcomes for students

D: COORDINATING TRANSITION SUPPORT:

The SEND Lead/ SENDCo is a key figure in ensuring that information and SEND records are passed appropriately between institutions, these will include feeder schools, special needs schools and institutions of further and higher education.

This involves:

- Coordinating our annual transition fayre and leading on transition of SEND students in and out of the college
- Leading the Learning Support staff who advocate for and accompany young people with complex needs on taster days and interviews
- Developing and actively fostering and maintaining productive relationships with other schools, colleges, universities and establishments of further and higher education
- Helping young people to prepare for change and transition, including into adulthood and the world of work.

E: RECORD KEEPING:

The SEND Lead/ SENDCo is responsible for managing much of the pupil data for young people on the SEND register.

This involves:

- Updating the electronic SEND database/MIS regularly and uploading key documents such as EHCP's so that lecturers are well equipped to understand and support learners
- Putting advice and notes on the system to ensure the effective communication of student needs across the college
- Keeping student confidential SEND files updated and in good order
- Ensuring that support staff and lecturers are routinely looking at professionals' reports, behaviour plans and IEP's and that they are adhering to the advice outlined in them
- Keeping good quality meeting notes, especially where follow up action is required
- Evaluating the progress of young people with EHCP's across the college
- Evaluating the effectiveness of in-house interventions by reviewing records over time

F: ACCESS ARRANGEMENTS

The SEND Lead/ SENDCo works closely with our Specialist Teachers to ensure that all young people with additional needs and disabilities are assessed in a timely fashion.

This includes:

- Managing assessment referrals
- Liaising regularly with the specialist teacher and exam supervisor to ensure support is in place for exams
- Coordinating support staff in the delivery of access arrangements
- Writing the arrangements for young people with EHCP's, closely following the JCQ regulations

G: TEAM MANAGEMENT:

The SEND Lead/ SENDCo leads a large team of support staff.

This involves:

- Working to develop a diverse and skilful team
- Allocating learning support staff into areas of expertise
- Training learning support staff to lead a range of intervention programmes, for example in autism and in communication support
- Promoting a collaborative approach between lecturers and support staff to benefit all learners
- Leading weekly support staff meetings where important information is shared, and pupil progress is discussed
- Actively participating in the development and management of the Inclusion Team
- Setting a good example by leading from the front in terms of professional attributes, dress, and standards of punctuality and attendance
- Monitoring staff targets and undertaking annual performance management reviews
- Nurturing talent so that learning support staff feel valued and can progress in their chosen specialist areas

- Contribute to the corporate life of the college through effective participation in meetings and management systems necessary to coordinate the management of the college

H: PROVIDING STAFF DEVELOPMENT AND CPD

The SEND Lead/ SENDCo takes an active lead in promoting a culture of pedagogical excellence.

This involves:

- Leading on whole staff SEND CPD training sessions
- Auditing the strengths and weaknesses of the institution in terms of SEND awareness
- Being up-to-date with current legislation around inclusion, including the SEND Code of practice and fostering a culture of continuous self- improvement for all
- Utilising the expertise of our multi-disciplinary team to share their expert subject knowledge with staff
- Evaluating CPD sessions to ensure a top-quality provision where all staff training needs are met
- Help teachers develop skills to manage and work in partnership with learning support assistants
- Identifying and taking steps to meet the needs of students with SEND
- Working actively to create an ethos that promotes race equality celebrates cultural and academic diversity and ensures the inclusion of students of all abilities, including those with Special Educational Needs.

ADDITIONAL STANDARDS

- take account of students' needs by providing structured learning opportunities, which develop the areas of learning identified in national and local policies with reference to, in particular, the underpinning key skills of literacy, numeracy and ICT.
- to design and implement student-centred curriculum developments and to implement quality frameworks and procedures, which improve access, retention and achievement of students within courses and/or subjects taught.
- encourage students to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.
- use a variety of teaching strategies which involve planned formative assessment and active learning strategies.
- liaise effectively with parents/carers and trustees.

J. MONITORING, ASSESSMENT, RECORDING, REPORTING - TO:

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching and learning
- monitor students' work and set targets for progress
- assess students' work in accordance with awarding body guidelines and schedules
- ensure students are entered for examinations or other methods of assessment on time and in accordance with college policy
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving
- prepare and present informative reports to parents/carers.

OTHER PROFESSIONAL REQUIREMENTS:

The SEND Lead/ SENDCo will:

- Work closely with the college’s safeguarding lead to ensure the safety and wellbeing of all.
- Work actively to with the Director of Inclusion to create an ethos that promotes equality, celebrates cultural and academic diversity and ensures the inclusion of students of all abilities, including those with Special Educational Needs.
- Encourage students to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.
- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate always within the stated policies and practices of the college.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Liaise with external agencies as required.
- Take on any additional responsibilities, which might from time to time be determined.

The post-holder is required to respect the confidentiality of matters relating to students and other members of staff. the post holder must be aware of and comply with the requirements of the Data Protection Act (DPA) details of which will be made available.

Under the Health and Safety at Work Act 1974 all staff shall have a duty to assure reasonable care for the Health and Safety of themselves and others affected by their acts or omission at work and co-operate in meeting the requirements of the law.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS		
Educated to honours degree or above	•	
Qualified Teacher Status (QTS)	•	
Post Graduate Qualifications (Master’s degree or similar)		•
SEND experience in SEND management	•	
PROFESSIONAL EXPERIENCE		
Experience of working with young people and their families	•	
A history of successful experience of teaching to a high standard in a school or college serving an urban, multi-ethnic community.	•	
Evidence of a commitment to the pro-active promotion of the equalities and diversity agenda	•	
Experience of raising the attainment of young people with SEND	•	
Teaching experience at post-16		•

Experience of producing, monitoring and updating learning support plans such as IEPs, risk assessments and behaviour plans	•	
Experience of being involved in successful transition activities for vulnerable students		•
Experience of developing and leading a learning support team to meet a range of educational needs	•	
Experience of developing a range of intervention programmes such as SALT, ASD, occupational therapy and behaviour management		•
Experience of leading annual reviews	•	
Experience of the procedures for completing High Needs Funding Forms	•	
Experience of conducting regular SEND training for staff.	•	

KNOWLEDGE, ABILITIES AND SKILLS		
Ability to build trusting relationship with students, their parents/carers and other stakeholders	•	
Excellent IT skills. a high level of competency and experience of using databases and the ability to transfer skills to learn new systems	•	
Excellent understanding of strategies to enable students to overcome barriers to progress including learning and emotional/behavioural	•	
Ability to be an effective team player	•	
Excellent knowledge of quality improvement strategies that result in positive outcomes for students	•	
Ability to work calmly under pressure and ensure that deadlines are met whilst maintaining a positive and optimistic attitude	•	
Excellent professional knowledge and understanding in SEND	•	
An understanding of the strategic role of the SENCO and the latest relevant legislation including the SEND Code of Practice	•	
A thorough understanding of child protection and safeguarding procedures	•	
Knowledge of administrative systems		•
LEADERSHIP		
At least 2 years' experience of advising and managing others including performance management	•	
The ability to build positive relationships with colleagues and promote a good atmosphere in the department	•	
The ability to hold self and others to account	•	
The ability to inspire confidence in staff, students, parents and trustees	•	
PERSONAL QUALITIES AND ABILITIES		
Emotional maturity, determination and a steady temperament	•	
Reliability, honesty and trustworthiness, demonstrating the highest professional standards	•	
Excellent communication and interpersonal skills	•	
Sound judgment	•	
Flexibility and resourcefulness	•	

