



## UPTON COURT GRAMMAR SCHOOL – Job description

<b>Job title</b>	SENDCO
<b>Line managed by</b>	Senior Leader
<b>Pay &amp; Conditions</b>	Academy Allowance £5843.00 per annum
<b>JOB PURPOSE</b>	
<ul style="list-style-type: none"> <li>• The SENDCO, under the direction of the Head of School/Head Teacher, and with the support of the Associate Director for Inclusion, will:             <ul style="list-style-type: none"> <li>○ Determine the strategic development of special educational needs (SEN) policy and provision in the school</li> <li>○ Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability</li> <li>○ Provide professional guidance to colleagues, working closely with staff, parents and other agencies</li> <li>○ Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEN or a disability</li> </ul> </li> <li>• Support the ethos and aims of Pioneer Educational Trust</li> </ul>	
<b>KEY AREAS OF IMPACT</b>	
<p>The following key areas of impact are to be conducted in addition to those of the main scale teacher.</p> <p><b>Strategic Direction:</b></p> <ul style="list-style-type: none"> <li>• Assist the Senior Leadership Team in the organisation of the curriculum and assessment in order to secure and sustain effective teaching and learning throughout the school;</li> <li>• Assist the Senior Leadership Team in maintaining an environment and code of behaviour and discipline that enables teachers to discharge their duties effectively;</li> <li>• Develop and implement strategies to ensure that all students with special educational needs, difficulties or disabilities have access to the full range of curriculum provision and educational resources;</li> <li>• Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision;</li> <li>• Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan and that that policy also reflects the priorities of the school;</li> <li>• Provide guidance and training to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEND support;</li> <li>• Maintain the SEND register &amp; Provision Map and appropriate, updated records on all pupils with identified special needs or a disability;</li> <li>• Contribute to the school’s policy for raising achievement, especially for SEND pupils and monitor &amp; evaluate SEND provision and ensure strategies are adopted to ensure high quality teaching and learning and a good level of student attainment and progress;</li> <li>• Ensure appropriate provision for linguistically diverse pupils;</li> <li>• Lead, advise and train all members of staff in the development of appropriate strategies, methods and resources for differentiation to meet the needs of all students;</li> <li>• Write &amp; monitor or, where appropriate, assist teachers in writing &amp; monitoring individual education plans (IEPs) or the equivalent;</li> <li>• Report at least annually to the governing body on performance in respect of the school’s provision for SEND;</li> </ul>	

- Promote positive strategies for developing intrapersonal and interpersonal skills, celebration of diversity and inclusion, including good race relations and proactively dealing with any issues pertaining to the protected characteristics, as set out in the Equality Act 2010;
- Ensure that improvements in literacy, numeracy and ICT are priority targets for all students, including those with special educational needs;
- Take an active part in monitoring and evaluating the quality of teaching & learning and standards of achievement for all students with special educational or language needs, in order to set and meet challenging, realistic targets for improvement;
- Support and maintain an effective partnership with parents to support and improve students' achievement and personal development;
- Assist the Senior Leadership Team in motivating and enabling staff to carry out their respective roles to the highest standard, through continuing professional development based on assessment of needs;
- Contribute to in-service training for teachers and support staff, including identifying training needs;
- Assist the Senior Leadership Team in the effective deployment of people and resources to meet specific objectives in line with the school's strategic plan and financial context;
- Assist the Senior Leadership Team in presenting a coherent and accurate account of the school's performance compared to national standards and schools in similar contexts;
- Liaise with, and manage the contribution of, other agencies which may include Educational Psychology, School Health Service, Social care, Speech Therapy, CAMHS etc;
- Organise and chair review meetings for parents to discuss progress of individual children;
- Lead the development and implementation of policies and practices for monitoring learner attainment, achievement and well-being for inclusion students which reflect the school's commitment to high achievement and which are consistent with national and school strategies and policies;
- Actively monitor and follow up progress of learners with special educational needs;
- Monitor and evaluate systems within the school to evaluate effective teaching and learning for learners with special educational needs;
- Lead admissions of students with SEND by liaising with the admissions officer, reviewing and responding in a timely way to admissions requests of SEND students, undertaking an assessment of need and the school's capacity to meet need, responding to phase consults and liaising with parents, the local authority and child's current school to gather information and support smooth and effective transitions
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective;
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice;
- Work with the Head of School/Head Teacher & governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Lead access arrangement coordination & compliance. Make final decisions on exam access arrangements, appoint and liaise with specialist assessors, and ensure compliance with JCQ regulations regarding access arrangement applications. Coordinate access arrangement referrals, gather required evidence and share access arrangement needs with the Exams Officer and collaborate with the Exam Officer to implement and review policies.
- Lead on access arrangements stakeholder communication and training. Work closely with parents, students, staff, and external professionals (e.g., clinicians, invigilators). Provide training for staff and exam support personnel (scribes, readers), and ensure the governing body is updated.
- Coordinate access arrangements evidence collection and reporting. Collate and maintain detailed evidence of students' needs, normal classroom practices, and exam support usage. Complete necessary documentation, including necessary paperwork and manage year group transition.

### **Teaching and Learning:**

- Monitor academic progress and prepare intervention strategies for Inclusion students to tackle underachievement including managing behaviour;
- Contribute to the design and development of curriculum provision for learners, to reflect personalised learning, assessment for learning and skills development, including monitoring, evaluating and reviewing as appropriate;
- Ensure that teachers are aware of and meet the needs of Inclusion for all students and groups;
- Develop, monitor, evaluate and review systems for recording individual progress for learners with special educational needs leading to effective and appropriate intervention;
- Lead the analysis of a range of learner performance data (including value-added) for students with special educational needs, using this to inform target setting and development planning;
- Ensure schemes of work are developed and implemented appropriately.

### **Leading and Managing Staff:**

- Create, maintain and enhance effective relationships with all stakeholders including parents/carers;
- Participate in the recruitment and selection of teaching & support staff as required and to ensure effective induction of new staff in line with school procedures;
- Lead and manage educational support staff working with pupils with SEN or a disability;
- Develop the Inclusion team and individuals through appraisal to enhance outcomes;
- Plan, delegate, monitor and evaluate work carried out by the team and individuals;
- Create a positive climate for learning with the highest expectations of behaviour.

### **Quality Assurance:**

- Work with other Leaders to establish common standards of practice, promoting strategies for the development of effective teaching and learning, and of behaviour management;
- Evaluate the quality of teaching and standards of achievement, setting targets for improvement;
- Monitor, evaluate and review practices for setting targets for SEND students and support teachers in working towards their achievement;
- Monitor the implementation of school policies and ensure nationally-determined priorities are addressed as appropriate;
- Conduct effective appraisal as directed;
- Monitor, evaluate and review the progress of SEN students in line with agreed school procedures including evaluation against quality standards and performance criteria (inc. Ofsted).

### **Support for pupils with SEN or a disability**

- Use appropriate tools or make relevant referrals to identify a pupil's SEN;
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness;
- Secure relevant services for the pupil;
- Ensure records are maintained and kept up to date;
- Review the Education, Health and Care Plan with parents or carers and the pupil;
- Communicate regularly with parents or carers;
- Ensure that if the pupil transfers to or from another school, all relevant information is conveyed to it, and support a smooth transition for the pupil;
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities;
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability.

### **Resource Management:**

- Use financial and resource management innovatively and effectively.

**Professional competence and behaviour:**

- Maintain professional knowledge and competence;
- Provide a professional, up-to-date and purposeful service;
- Be responsible for their own professional practice and decisions and take responsibility for identifying and meeting their own development needs.

**Ethical standards and integrity:**

- Establish, maintain and develop professional relationships based on confidence, trust and respect for all colleagues and stakeholders;
- Demonstrate sensitivity for students' and stakeholders' practices, culture and personal beliefs;
- Advance employment and professional practices that promote equality of opportunity, diversity and inclusion;

Safeguard all confidential and personal data acquired as a result of professional relationships and not use it for personal advantage or for the benefit of third parties.

**KNOWLEDGE AND SKILLS**

**The Inclusion Leader should demonstrate knowledge and understanding of:**

- School improvement and effectiveness strategies including the process of school self-evaluation (inc. appraisal and SEF);
- The current Code of Practice for SEND and the principles of inclusion;
- Principles and practices of education in a multi-racial society and of the role of community involvement in its development;
- Principles and practices of effective teaching and learning;
- Principles and practices of monitoring, assessment and evaluation;
- Processes and systems for quality assurance;
- Principles and planning of effective leadership and management of change;
- Principles of curriculum planning;
- Principles of cross-curricular planning and delivery;
- Financial planning, resource planning and resource management;
- Health and safety issues.

**SAFEGUARDING**

Upton Court Grammar School and Pioneer Educational Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

**ADDITIONAL DUTIES**

- Play a full part in the life of the school community, to support the school ethos and to encourage staff and learners to follow this example;
- Actively promote school policies;
- Sustain professional development in agreement with line manager;

- Complete the National Award for Special Educational Needs Coordination (NASENCO) in the first year of holding this role;
- Actively engage in the staff review and development process;
- Alert the Child Protection Officer in the event of any suspected Child Protection issues that may be affecting a learner;
- The conditions of employment for school teachers specify the general professional duties of all teachers; the professional standards for teachers at the relevant level are applicable;
- Undertake any other duty as specified by school teachers' pay and conditions of service not mentioned in the above.

#### **ADDITIONAL NOTES**

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job profile is current at the date shown but in consultation with you may be changed by the Trust Leadership Team to reflect or anticipate changes in the job commensurate with the grade and job title.