



Job Description

Post:	SENDCo
Salary Scale:	Leadership Scale Point 1- 4
Reporting to:	Assistant Headteacher
Line Management:	Learning Support Team

This post has a teaching allocation.

The SENDCO is the person with overall responsibility for ensuring the provision, for all students with SEND, is implemented at St Joseph's. They are instrumental in the strategic development of SEND policy and provision. The SENDCOs has responsibility for day-to-day operation of the our SEND policy and for coordinating provision for learners with SEND. The key principles of an effective SENDCO include a focus on:

- their own professional development
- leading, developing and supporting colleagues
- working in partnership with learners, families and other professionals.

Qualifications required for the role

The person appointed to the SENDCO role **must have** Qualified Teacher Status (QTS), relevant teaching experience and hold the NPQ for SENCO's or previous equivalent qualification (NASENCO).

Purpose

- Ensuring the best possible outcomes for children and young people with SEND; academically, socially and emotionally
- Professionally lead, manage and oversee the day to day operation of St Joseph's SEND policy in accordance with the published national SEND policy and the SEND Code of Practice: 0-25 years.
- Supporting staff to be able to identify and respond effectively to pupils with SEND
- Equipping staff well with knowledge and skills to provide high-quality inclusive teaching and learning in all classrooms.
- To be responsible for the monitoring and the assigning of specialist staff within mainstream and to liaise with relevant staff, external agencies and parents/carers to ensure all students are supported and making progress.

Strategic Leadership

- To advise the Headship team on the strategic development of the SEND policy and provision in St Joseph's.
- To contribute to the development of whole school policy wherever appropriate.
- To provide reports for the Senior Leadership Team [SLT], Governing Body and Multi Academy Trust [MAT] as statutorily required.
- To co-ordinate provision for individual students with additional needs and to oversee day to day provision.
- To ensure catch up is spent and has impact on the students who require this additional support.
- To provide an effective reading recovery programme.

- To liaise with appropriate agencies particularly the LA and support services: and potential next providers to ensure transitions are smooth for young people
- To be responsible for producing an annual evidence-based SEN report reporting on the effectiveness of SEN provision within the school, reviewed in line with the School Development Plan.
- To ensure all safeguarding policies and procedures are adhered to.
- To oversee records on all students with additional needs and ensure they are kept up to date.
- To analyse the SEND data after every data collection and to contribute to the data report to SLT and Governors.
- To support our school's ethos, playing a full part in the life of our school, and to be a positive role model.
- To actively monitor and respond to inclusion initiatives at national, regional and local levels.
- To liaise with all external agencies.
- To support existing networks, liaising with other schools locally and to collaborate with other schools as appropriate.
- To provide support, advice and guidance to parents/carers.
- To work with the Headteacher and Governing Body to ensure that our school meets its responsibilities under the 2010 Equality Act with regard to reasonable adjustments and access arrangements and that the policy is compliant.

Operational

- To develop and manage a graduated SEN system within St Joseph's to ensure students' needs are met.
- To set up systems for identifying, assessing and reviewing SEN and guidance for staff.
- To liaise with Primary feeder schools and participate fully in transfer activities e.g. Taster days, Year 5/6 visits, transition programmes etc.
- Organise and monitor annual reviews and the writing of support plans.
- Identify individual students to receive Access arrangements for public examinations, arrange for their assessment and liaise with the Exams Officer.

Personnel Management

- To identify termly training and development needs with reference to SEN within our school; and to identify needs of specialist staff and support their development.
- To provide related professional guidance to colleagues with the aim of securing high quality teaching and support for students with additional needs
- To collaborate with Subject Leaders and pastoral staff to ensure that all students have equal access to learning.
- To participate in our programme for induction of new staff and those in training.
- To be responsible for the efficient and effective management and deployment of SEN personnel including specialist and teaching staff and TAs across the curriculum.
- To undertake staff appraisals as required.
- To participate in the recruitment of SEN personnel and ensure effective induction of new SEN staff in line with our school's procedures.
- To promote and maintain good communication with individuals and groups.

Teaching and Learning

- To teach years 7-11.
- To contribute termly to the in-service training of staff.
- To research, advise and train staff in the most effective teaching approaches for cohorts of students with differing SEN needs.
- To develop, with the support of the Headteacher and other colleagues, effective ways of overcoming barriers to learning.

- To ensure an effective learning environment and support other staff in the implementation of positive behaviour management.
- To proactively liaise with other relevant institutions in planning referrals and reintegration programmes.

Accommodation and Resources

- To manage the SEN delegated budget efficiently and effectively, ensuring value for money
- Ensure Health and Safety practices, including risk assessments, are in line with school policy

Knowledge and Skills

- Keep up to date with national developments regarding SEND, teaching practice/methodology and leadership initiatives.
- Keep up to date with developments in the use of comparative data.
- Collect and interpret specialist assessment data.

Quality Assurance

- To monitor the quality of teaching and learning in line with the requirements of self-evaluation and the School Development Plan
- To establish and reinforce common standards of good practice
- To monitor and evaluate performances against school, local and national performance indicators

Meetings

- To meet regularly, as required, with the line manager and SLT.
- To chair and facilitate SEND meetings.
- To attend relevant meetings i.e parents' evenings.
- To attend (and co-ordinate where required) relevant pastoral and multi-agency meetings

Other Responsibilities

- To fulfil criteria for the standard teaching contract
- Any other reasonably directed duties by the Head.

This job description is based on the SEN Code of Practice.



Person Specification

<p>Qualifications</p> <p>The SENDCo should have:</p> <ul style="list-style-type: none"> • QTS • Specific, appropriate level qualification(s) related to SEND • Level 7 access arrangements qualification, or willingness to obtain such a qualification • First Aid qualification or willingness to obtain such a qualification
<p>Experience</p> <p>The SENDCo should have:</p> <ul style="list-style-type: none"> • Experience of working with a range of pupils with Special Educational Needs across key stages and transition • Experience of behaviour management techniques for groups and individuals with SEND • Experience of making reasonable adjustments within a mainstream setting in order to meet pupil needs and supporting staff with these • Line management experience, including effective delegation and coaching/developing others, and building and leading effective teams, including experience of managing staff performance and attendance
<p>Knowledge and Understanding</p> <p>The SENDCo should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • The SEN Code of Conduct and its practical application • The EHCP process and the evidence needed • Behaviour management techniques for groups and individuals • Familiarity with a wide range of Special Educational Needs • Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills • Good understanding of factors promoting effective transfer of learners from one phase of education to the next • Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress
<p>Skills</p> <p>The SENCO will be able to:</p> <ul style="list-style-type: none"> • Make consistent judgements based on careful analysis of available evidence • Good written and verbal communication skills • Good presentation skills with the ability to enthuse and motivate others • Good organisation skills • Good influencing and negotiation skills. • Empathise with the difficulties of SEN pupils in accessing the curriculum • Organise and sustain systematic support from a variety of providers for a range of SEN
<p>Personal Attributes</p> <ul style="list-style-type: none"> • Willingness to share expertise, skills and knowledge • Ability to lead by example and gain buy in from colleagues • Commitment to team working • Willingness to address challenging issues with clarity of purpose and diplomacy • Excellent communication • Resilience • Calm under pressure