

WILLIAM ELLIS SCHOOL

JOB DESCRIPTION

Post title:	SENDCO	Grade:	Main scale/Upper scale TLR 2B
Team:	Middle Leadership Team	Reporting to:	Senior Leadership Team
	Full-time post although flexible working considered		

The following job description is for the guidance of candidates as to the requirements of the post. It does not replace the 'Conditions of Service for Teachers' as set out by the DfE.

PURPOSE

The key purpose of this post is to ensure excellent progress and good educational outcomes for students identified with Special Educational Needs and Disabilities (SEND), and to ensure that these students play a full part in the life of the school. This includes SEND students in our post-16 provision. The post holder will:

- Lead, develop and co-ordinate the provision for students with SEND, by working with Heads of Faculty, Heads of Year and others, to ensure that needs of students with SEND are effectively met such that students with SEND make good progress, the achievement gap is closed and students with SEND are well prepared for the next stage of education
- Lead and manage SEND in accordance with the Code of Practice, including a coherent and up to date whole school SEND policy
- Liaise and be a key point of contact with external professionals, agencies and other bodies (e.g. other providers of education) in matters related to the support and provision for students with SEND;
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Ensure that the records for students with SEND are kept up-to-date and that their progress is closely monitored

ACCOUNTABILITIES

The post holder is accountable for:

- The progress and outcomes of students with SEND;
 - Aspects of the quality of teaching, learning and assessment and/or personal development and well-being relating to SEND provision;
 - The school's progress in specified aspects of the school development plan as relate to SEND;
 - The school's compliance with the 2014 SEND code of practice and similar subsequent legislation and guidance
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RESPONSIBILITIES

In addition to the duties of a classroom teacher and form tutor, this post includes the following generic and specific responsibilities.

Particularly in relation to EHCP students:

- Have a strategic overview of provision for all students with SEND across the school, monitoring and reviewing the quality of provision
- Contribute to self-evaluation and the school improvement plan, particularly with respect for provision for students with SEND
- Ensure SEND policy is put into practice and amended as appropriate
- Promote an ethos and culture which supports the school's SEND policy and promotes good outcomes for students with SEND
- Implementing EHCP and associated processes, ensuring provision is in line with funded hours
- Follow and implement processes that allocate funding to students without EHCPs (e.g. cluster funding, high needs block)
- Review EHCPs with families or carers and the student and disseminate information to all relevant staff
- Ensure the EHCP and Assess Plan Do Review process is conducted effectively across all provision, in line with school policies and statutory and local requirements for reporting.
- Respond to annual consultations from the Local Authority and primary schools in relation to the transfer of year 6 students with EHCPs and lead on transition arrangements for these students
- Maintain an accurate and up to date SEND register ("profile")
- Provision map the needs and interventions to ensure high impact and value for money
- Be a key point of contact for external agencies, especially the local authority
- Secure relevant services for individual students in line with their area(s) of need
- Oversee the process for developing 'Student Passports' or alternative methods about in-school information sharing
- Work with educational psychologists, health and social care professionals, speech and language therapists and occupational therapists and other external agencies

In relation to the wider needs of SEND students

- leading, developing and enhancing the teaching practice of other staff through:
 - advising teachers about differentiated teaching methods appropriate to meet the individual needs of students identified with SEND.
 - contributing to Continuing Professional Development for teachers and support staff to assist them in carrying out their responsibilities and obligations to SEND students
 - leading the school's policy for SEND and development plan
 - observing the teaching and learning of students with SEND
 - being informed about useful initiatives and disseminating information effectively
- exercising a teacher's professional skills and judgements in order to:
 - advise on staff training and development needs relating to meeting the needs of students with SEND, based on research and awareness of good practice
 - audit, monitor and evaluate the provision for students with SEND across the curriculum
 - analyse and interpret student progress data to identify students for intervention and to monitor and evaluate student progress and the impact of interventions
- In relation to each of the registered students who the SENDCO considers may have special educational needs:
 - informing a parent of the student that this may be the case as soon as is reasonably practicable;
 - identifying the student's special educational needs;
 - coordinating the special educational provision for the student which meets those needs,
 - monitoring the effectiveness of any special educational provision made for the student,
 - securing relevant services for the student where necessary,
 - ensuring that records of the student's special educational needs and the special educational provision made to meet those needs are maintained and kept up to date,

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- liaising with and providing information to a parent of the student on a regular basis about that student's special educational needs and the special educational provision being made for those needs,
 - ensuring appropriate access arrangements for public examinations
 - ensuring that, where the student transfers to another school or educational institution, all relevant information about the student's special educational needs and the special educational provision made to meet those needs is conveyed to the appropriate authority or (as the case may be) the proprietor of that school or institution, and
 - promoting the student's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- Selecting, supervising and training learning support assistants who work with students with special educational needs, including supporting their liaison with other colleagues in and out of school.
 - Liaise closely with other colleagues to find solutions for SEND students who are becoming disengaged. Monitor student attendance, progress and conduct data to identify these students
 - Teach individuals and groups of students with additional needs, as appropriate
 - Preparing and reviewing the information required to be published by the appropriate authority pursuant to the Education (Special Educational Needs) (Information)(England) Regulations 2014, the objectives of the appropriate authority in making provision for special educational needs, and the special educational needs policy referred to in paragraph 1 of Schedule 1 to those Regulations
 - liaising with the Senior Leadership Team, Heads of Faculty, Heads of Year and the Lead Learning Mentor to coordinate interventions and monitoring their impact
 - reviewing the performance of other staff and contributing to the appraisal process

OVERRIDING REQUIREMENTS

This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive listing of tasks and can be varied in consultation with the post holder in order to reflect changes in the job or the organisation. Job descriptions are reviewed annually as part of the appraisal process and may be amended at any time in consultation with the member of staff.

The post holder is expected to:

- Have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.
- Take responsibility for own personal and professional development, and show aptitude to develop further within and beyond this role.
- Ensure that the School's Equality Policy is adhered to and promoted in all aspects of the post holder's work.
- Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post, in keeping with the School's quality assurance procedures and systems.
- Undertake responsibility for safeguarding and protecting the welfare of children and vulnerable adults.
- Comply with and promote the School's Health and Safety policy and procedures and to undertake recommended Health and Safety training as and when necessary.
- Be committed to professional self-development, through participation in service training as necessary for the successful carrying out of the job.
- Undertake such other duties as are commensurate with the grade of the post, as may be reasonably required at the school.
- Maintain appropriate confidentiality. Much of the post holder's work is of a confidential nature, demanding a suitable level of security including, for example, a clear desk policy.
- Adhere to all school policies and procedures, with particular regard to safeguarding and equal opportunities.
- Teach consistently in line with the Teachers' Standards (2012) and make a sustained and substantial contribution to the school through the work that they do in their own teaching.
- Ensure that the School's Equality Policy is adhered to and promoted in all aspects of the post holder's work and ensure anti-discriminatory practice within post holder's area of responsibility.

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- Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post, in keeping with the school's quality assurance procedures and systems.
- Comply with and promote the School's Health and Safety policy and procedures and to undertake recommended Health and Safety training as and when necessary.
- Be committed to continuous professional self-development and to engage in any necessary training for the successful fulfilment of the role

The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the post holder may be required to undertake any other reasonable duties not specifically identified in the job profile but commensurate with the scope, grade and responsibilities of the post as determined by the line manager or Headteacher.

PERSON SPECIFICATION

This describes the sort of person you need to be.

Your letter of application needs to address the elements of the person specification. You may want to refer to the list of tasks and responsibilities to exemplify the impact you have had on the progress of students and the development of colleagues.

QUALIFICATIONS: A graduate with Qualified Teacher Status. SENDCO qualification, or willingness to undertake such a qualification and achieve it within 18 months.

EXPERIENCE: A model classroom practitioner with evidence of sustained excellent student outcomes, especially for disadvantaged students and students with SEND.

MEETING THE NEEDS OF STUDENTS: Acts as a student champion by embedding a way of working where the development of the whole person is everyone's goal. A belief that all students can achieve, especially those with SEND, and a creative approach to engaging all students including through extra-curricular and enrichment activities.

DRIVING IMPROVEMENT: Takes accountability for driving excellence and evidence of keeping a continual focus on sustainable improvement.

LEADING PEOPLE: Demonstrates the school's values, providing direction and support, setting high expectations so that staff are engaged and motivated to deliver their best. A person with high emotional intelligence and strong interpersonal skills who responds with clarity and sensitivity to others.

WORKING WITH OTHERS: Builds rapport and a shared understanding which helps individuals and teams to work together effectively by helping create common ground and resolving conflict.

ADAPTABILITY: responds flexibly to circumstances whilst maintaining an overall sense of direction and purpose. Changes the approach if the current method is not working

ANALYSIS AND JUDGEMENT: Identifies the key issues and how they relate to each other, prioritises them and makes judgements about how to move forward.

CONFIDENCE AND RESILIENCE: Willingly takes on challenges for the benefit of students, the school and their own development remaining calm and resilient when times become uncertain and difficult

EQUALITY AND DIVERSITY: Committed to Equality and Diversity and the safeguarding of all students

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ADDITIONAL NOTES

1. *Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.*
2. *The School takes seriously its responsibilities to ensure all staff have a good work/life balance and any concerns should be addressed to the Headteacher.*
3. *This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually as part of the appraisal process.*

The school takes seriously its responsibilities to ensure all staff have a good work/life balance and any concerns should be addressed to the Headteacher.

Signed _____ Date _____
Post holder

Signed _____ Date _____
Headteacher