




National Teaching School
designated by

**National College for
Teaching & Leadership**



GREAT SANKEY HIGH SCHOOL

SENDCO

JOB DESCRIPTION & PERSON SPECIFICATION





GREAT SANKEY HIGH SCHOOL

JOB DESCRIPTION

SENDCO

Core Purpose:

- ✓ To develop and co-ordinate outstanding learning support provision, ensuring that all services work together seamlessly to deliver high quality learner outcomes.
- ✓ To develop whole school inclusion services, bringing together the areas of additional educational needs and social, emotional and behavioural support.

Key Responsibilities:

- ✓ To ensure systematic and robust support mechanisms are available for all learners in order to remove potential barriers to learning.
- ✓ To develop networks of expertise using organisations locally, nationally and latest research to continually enhance provision and meet the changing and specific needs of our young people.
- ✓ To ensure that the work of the department is fundamentally linked to the school self-evaluation and improvement agenda.
- ✓ To work with the senior leadership team to systematically review the impact and development of the area of inclusion across the organisation.

Strategic Direction:

- ✓ Lead, manage and support a team of practitioners in a range of areas of inclusive practice.
- ✓ Work with a variety of agencies and organisations to extend the range of services offered so that a comprehensive service meets the needs of all.
- ✓ Oversee the development of a range of bespoke programmes across areas of learner support and engagement.
- ✓ Identify & extend special educational provision and other intervention for learners which meets their needs and secures relevant services where necessary.
- ✓ Robustly monitor the effectiveness of this provision and the progress and achievement of individuals and groups using the service to ensure that they achieve in line with expectation, providing intervention and support to tackle drift.
- ✓ Maximise the inclusion of learners with additional needs in the school community, access to the school's curriculum, its facilities and extra-curricular activities.

Teaching and Learning:

- ✓ Ensure that the individual educational needs of all learners identified as requiring additional support are effectively met.
- ✓ Develop effective information sharing so that all members of the organisation are fully aware of the needs of individuals and how these are to be met.
- ✓ Be fully conversant with the latest legislation, research and developments in the area of inclusive practices and personal development.

- ✓ Advise teachers at the school about teaching methods appropriate for individual learners with specific educational needs and contributing to in-service training for staff at the school.
- ✓ Develop and implement systems for recording individual learner progress for those with additional need.
- ✓ Ensure that Individual Education/Medical Plans are in place and are used as a working document.

Leading and Managing Staff:

- ✓ Enable the development of the Learner Inclusion and Support Team and of individual members of the team by organising and co-ordinating differentiated learning opportunities.
- ✓ Assist in the selection and direct the deployment, supervision and training of a team of learning support assistants.
- ✓ Liaise with colleagues in the areas of literacy and numeracy in developing effective provision, using data to direct intervention and in the setting of relevant IEP targets.
- ✓ Plan delegate and evaluate work carried out by teams and individuals
- ✓ Assure the quality of delivery in the above areas and report to the Line Manager on a termly basis.
- ✓ Co-ordinate and hold to account Teaching Assistants and assess their performance on a regular basis against agreed targets and school priorities.

Leading and Managing the Organisation:

- ✓ In relation to learners with additional needs, ensure that parents are aware of any additional need and that reviews and communications are regular, timely and effective.
- ✓ Ensure that records of learners' educational needs and provision are accurate and up to date.
- ✓ Ensure that statutory reviews and education plans for children in care are co-ordinated and timely.
- ✓ Ensure that, where the pupil transfers to or from another school, relevant information about the learner's special educational needs and the special educational provision made to meet those needs is conveyed to the governing body and the receiving school.
- ✓ Monitor SEN provision and the quality of learning support within departments
- ✓ Communicate with members of the Learner Inclusion and Support team to ensure that appropriate provision/ intervention is coordinated at academic and pastoral levels
- ✓ Prepare and review the information required to be published by the governing body pursuant to current legislation, the objectives of the governing body and the school's special educational needs policy.
- ✓ Carry out specified tasks related to the role, or making arrangements for those tasks to be carried out, at the direction of the Headteacher.
- ✓ Primary liaison - initiate the identification of, and planning for, children who will benefit from additional primary transitional support and who are likely to require increased access to Learner Inclusion and Support services upon arrival at Great Sankey High School.

This job description is not necessarily a comprehensive definition of the post and will be subject to modification or amendment at any time after consultation with the post holder. The post-holder will undertake the professional duties of a member of school staff as circumstances may require under the reasonable direction of the Headteacher.

Person Specification / Selection Criteria for SENDCO

Note: The Applicant will be required to safeguard and promote the welfare of children and young people. Candidates failing to meet any of the essential criteria will automatically be excluded.

[A] Qualifications

Qualification requirements	Essential	Desirable	Source
First Degree or equivalent professional qualification	X		AF
National Award for Special Educational Needs Co-ordination or willingness to undertake immediate accreditation/training	X		AF
Qualified teacher status	X		AF

[B] Experience

	Essential	Desirable	Source
Having taken responsibility for co-ordination of special educational provision for pupils with special educational needs at a school for a period of at least six months, or similar		X	AF/I
A strong experience of effective working practice with learning support agencies or other organisations	X		AF/I
An application of principles and practices in relation to effective leadership and the management of change	X		AF/I
Evidence of developing a planning strategy which integrates recent developments and an ability to match this to organisational priorities	X		AF/I
Experience of dealing with confidential and sensitive issues.	X		AF/I
Experience of working successfully with a number of external child support agencies		X	AF/I
Experience of interpretation of policies and providing advice and guidance in relation to inclusion to aid in successfully working with a range of staff, parents and students		X	AF/I

[C] Knowledge/Understanding

	Essential	Desirable	Source
Knowledge of current safeguarding legislation and procedures	X		AF/I
Understanding of data protection and the need maintain confidentiality	X		AF/I
Firm understanding of Inclusion agenda and related research and theory	X		AF/I
A relevant qualification in Dyslexia Awareness Training		X	AF/I
A knowledge of JCQ examination access arrangements for children with additional educational needs		X	AF/I
Knowledge of school administration systems		X	AF/I
Further professional qualifications and/or specialisms		X	AF/I

	Essential	Desirable	Source
Knowledge of school improvement strategies and the process of school self-evaluation		X	AF/I

[D] Personal Qualities and Skills

	Essential	Desirable	Source
Can articulate processes and systems for quality assurance and identification of areas for improvement within the area of responsibility	X		AF/I
Ability to co-ordinate the work of others to ensure desired outcomes are delivered	X		AF/I
Ability to maintain confidentiality and accuracy	X		AF/I
Ability to listen and empathise	X		AF/I
Have a working knowledge of support services	X		AF/I
Prioritise own workload whilst working to strict deadlines	X		AF/I
Excellent organisational and time management skills and an ability to use initiative.	X		AF/I
Awareness of principles and practices of effective leadership and management of change		X	AF/I
Awareness of new/ relevant developments and initiatives in education		X	AF/I
Highly developed interpersonal and communication skills	X		AF/I
Demonstrate professionalism when dealing with colleagues in challenging circumstances	X		AF/I
An ability to deal sensitively with pupils who may be frail or require mental, personal or physical support.	X		AF/I
ICT literate- excellent data base skills, spreadsheets, Individual Education Plans.		X	AF/I

[E] Pre-Employment Checks

	Essential	Desirable	Source
Positive recommendation from all referees, including current employer	X		R
DBS Clearance post appointment	X		N/A

[F] Application Form and Supporting Statement

The form must be fully completed and legible.

The supporting statement should be clear, concise and related to the specific post.

There should be no unexplained gaps in career history.

(Source: AF=Application (form+letter); I=Interview; R=Reference)