

Job description

Job title:	SENDCO
Responsible to:	Assistant Principal
Responsible for:	NA
Location:	Lift Richmond Park

Overview of the role:

The key task of the SENDCO is to ensure that Disability and Special Educational Needs (SEND) provision is both efficiently and effectively managed. It is expected that all legal and statutory requirements are met for students with SEND via the SENDCO.

The SENDCO, with the support of the Principal and Governing body, takes responsibility for the day-to-day operation of provision made by the Academy for students with SEND and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all students.

To effectively line manage 1:1 support staff.

This role contributes to the Lift Schools' mission that **every** child receives an **excellent** education, in **every** classroom, **every** day.

Responsibilities:

Leadership and Management

- Ensure the provision for SEND pupils is appropriate and purposeful.
- Monitor progress of objectives and targets for pupils with SEND, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide improvements.
- Ensure that SEND is a whole school priority and work with the Principal and wider leadership team to ensure and maintain a culture and ethos of inclusion throughout the school.
- Work with the Principal and Principal for Inclusion and other key stakeholders to determine the strategic development of the SEND policy and provision in the school.
- Design, deliver and engage in ongoing CPD to ensure that knowledge and expertise are up to date.
- Maintain an up-to-date knowledge of national and local legislation, guidance, and initiatives which may affect the educational establishments' relevant policies and practice relating to SEND.
- Monitoring the quality of SEND support by establishing effective systems to identify and meet the needs of students, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- Liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure continuity of provision.
- Write EHCP applications, working in conjunction with parents.
- Make relevant assessment referrals and referrals for support for students and staff

Teaching and learning

- Undertake day-to-day coordination of SEND pupils' provisions through close liaison with staff, parents and external agencies.
- Identify and adopt the most effective teaching approaches for students with SEND.
- Monitor whole Academy teaching and learning to ensure that it meets the needs of students with SEND.
- Lead whole school, purposeful and targeted SEND CPD that identifies and meets the needs of all staff.
- Provide opportunities for observation of colleagues/visits to other academies in order to share best practice.
- Collect and interpret specialist assessment data gathered on students and use to inform practice.
- Work with students, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SEND students.
- Work collaboratively with the leadership team to contribute toward the planning of a curriculum model to meet student's needs
- Set homework to consolidate and extend the knowledge and understanding students have acquired.

Assessment and feedback

- Set targets for raising achievement among students with SEND.
- Collect and interpret specialist assessment data, liaising with external agencies.
- Regularly liaise with the leadership team around the effectiveness of provision for students with learning difficulties.
- Develop understanding of learning needs and the importance of raising achievement among students.
- Coordinate all Annual Reviews and attend/chair when necessary.
- Liaise with nursery settings re the inclusion of children with SEND entering the school in reception.
- Liaise with other schools when children with SEND are admitted mid-phase
- Collate SEND transition data and organise SEND files.
- Monitor and assess all interventions providing feedback to the Principal.
- Have a comprehensive understanding of whole Academy SEND data.

Culture and behaviour

- Build a positive inclusive learning environment by implementing clear routines for classroom behaviour, promoting good and courteous behaviour both in classrooms and around the school, in accordance with the academy's behaviour policy.
- Set high expectations for students' behaviour, establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- Undertake duties before and after lessons and during break times to ensure positive student behaviour across the whole academy.

Communication and collaboration

- Develop effective professional relationships with colleagues, drawing on subject specialist support when required.
- Communicate any academic concerns about students to line-manager and raise pastoral concerns to the relevant Pastoral Leader.
- Work with any additional adults to support interventions for students with SEND, incorporating guidance provided by the SENDCo and external professionals.

- Deploy support staff effectively, ensuring they have lesson content and learning outcomes in advance.
- Communicate effectively with parents with regard to students' achievements, well-being and behaviour, to ensure that parents are able to support student progress.

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Teachers' Pay and Conditions. The postholder is expected to work to the best of their ability, to be diligent, honest and ethical in the performance of duties and to conduct personal and professional life to the highest standard such that public confidence in their integrity is sustained.
2. This job description does not form part of the contract of employment and is not a comprehensive definition of the post. The duties of this post may vary from time to time according to the needs of the school/Trust following consultation with the job holder. It will be reviewed periodically.
3. The postholder is expected to participate and engage with workplace learning and development opportunities to continually improve their own performance.
4. The postholder may deal with sensitive material and should maintain confidentiality in all school related matters as set out in their statement of terms and condition of employment.
5. Information about how and why we collect your data can be found in the "Lift Schools Privacy Notice for Staff" which you are required to comply with.
6. You are expected to take reasonable care of your own health and safety and to be mindful of the safety of others, to cooperate with instructions, to minimise and mitigate potential hazards and risks to others and to appropriately report hazards, illnesses or injuries in accordance with our Health & Safety Policy.

Safeguarding:

At Lift Schools we are committed to ensuring the highest levels of safeguarding and promoting the welfare of our students, and we expect all our staff and volunteers to share this commitment. We adopt a robust, fair and consistent recruitment process which is inline with Keeping Children Safe in Education guidance. This includes online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check, and you are required to complete them and advise us immediately should you subsequently be convicted of an offence.

Equality, Equity, Diversity and Inclusion:

At Lift Schools, we want all of our employees to feel included bringing their passion, creativity and individuality to work. We value all cultures, backgrounds and experiences, and we truly believe that diversity drives innovation.

Person specification

Qualifications and experience

Essential

- Degree in relevant discipline.
- Qualified Teacher Status (QTS).

Desirable

- PGCE.
- Evidence of continuous professional development with particular reference to Disability & Special Educational Needs (SEND).
- SENDCo Accreditation

Knowledge and skills

<p>Essential</p> <ul style="list-style-type: none"> • A strong classroom practitioner - with a proven track record of achieving excellent progress and outcomes for all children, regardless of their prior attainment, needs or background. • Experience of building and maintaining positive relationships and influence with a range of stakeholders. • Empathise with the difficulties of SEND pupils • Organise and sustain systematic support from a variety of providers for a range of SEND • Manage the coordination of teaching assistants in support of SEND students • Advise and motivate teaching staff with SEND initiatives 	<p>Desirable</p> <ul style="list-style-type: none"> • Teaching or leading in a high performing school with first-hand experience of what 'excellence' looks like. • Teaching or leading successfully and with impact in a school of high deprivation or challenging circumstances. • Experience of building and maintaining positive relationships and influence with a range of stakeholders.
Leadership skills	
<p>Essential</p> <ul style="list-style-type: none"> • Excellent communication and interpersonal skills, with concise, clear writing and articulate public speaking. • Able to develop others, by having high expectations and clear goals, targeting support wisely and holding to account in a supportive but rigorous way. • Able to collaborate, identifying needs and strengths in others, and understanding how and when to adopt a team approach to problems or initiatives. • Able to solve problems, with strength in both conceptual and analytical thinking.. 	<p>Desirable</p> <ul style="list-style-type: none"> • N/A
Personal attributes and behaviours	
<p>Essential</p> <ul style="list-style-type: none"> • Driven by moral purpose; aligned to our vision, mission and values. • Adhere to the Nolan Principles and be able to establish professional, effective working relationships with a range of staff and students. • Intellectually curious, forward-thinking, open-minded and a seeker of knowledge. • Self-aware with the ability to reflect on personal motivations, behaviours, strengths and areas for development. 	<p>Desirable</p> <ul style="list-style-type: none"> • Can reflect thoughtfully and critically on the Project H mindsets, and identify their own strengths and areas for development in these areas. The Project H mindsets are: <ul style="list-style-type: none"> ○ Share ideas early, often and honestly ○ Embrace constructive disagreement ○ Value ideas, not ego ○ Be curious and open to new ideas ○ Focus on facts and reason

- Resilient and driven to act thoughtfully (and also swiftly where needed) when under pressure, encountering setbacks, or receiving critique.

Special requirements

- Successful candidate will be subject to an enhanced Disclosure and Barring Service Check.
- Right to work in the UK.
- Evidence of a commitment to promoting the welfare and safeguarding of children and young people.
- Show a commitment and proactive approach to drive forward equality, equity, diversity and inclusion and to own personal development along with a positive attitude towards legislative developments and the provision of equitable services.