

Job Description	
<b>Role</b>	<b>Lead SENDCo</b>
<b>Salary</b>	<b>UCL Academy Leadership Pay Scale L8-L13</b>
<b>Reporting to</b>	<b>Vice Principal</b>
<b>Start date</b>	<b>April 2021 or as soon as possible</b>
<b>Contract Type:</b>	<b>Permanent following successful probationary period</b>

### Job Purpose

- The Lead SENDCo, with the support of the Principal, Governing body and Vice Principal will professionally lead and manage the school's vision for Special Educational Needs and Disabilities in accordance with the 2015 SEND Code of Practice: 0-25 years.
- To ensure the effective support, and raise the attainment of students with Special Educational Needs and to ensure that the SEN provision is both efficiently and effectively managed.
- The duties and responsibilities that follow are in addition to those responsibilities held by a Main scale Teacher.

### Strategic Direction and Development of SEN provision

- Exercise a key role in assisting the Principal, governors and leadership group with the strategic development of SEN policy/provision.
- Ensure the objectives to develop SEN are reflected in the Academy's development plan.
- Support all staff in understanding their roles in accordance with the Code of Practice (2015) and the school's SEND Information Report.
- Oversee the school's graduated response for students' with SEND, ensuring that systems are co-ordinated, evaluated and regularly reviewed.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support to ensure continuity of provision.
- Support the Vice Principal in the devising, implementation and updating of Learning Support policies and strategies which reflect the Academy's commitment to high achievement and expectations, and outstanding learning and teaching.
- Fulfil the statutory requirements as the school's designated SENCO.

### Teaching and Learning

- Lead the school's vision for Quality first teaching, influencing whole school teaching and learning policy and practice to promote aspects of inclusive learning.
- Provide professional guidance to staff to ensure good teaching for SEN students, through general and specific training and support, and working with the Lead for Teaching and Learning.
- Work with students, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SEN students.
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
- Develop a holistic approach to meeting SEMH and ASD needs, enabling students to make good progress by working with subject teachers, form tutors, pastoral and support staff, families and external agencies.

## **Leadership and Management**

- Lead the school's SEND provision and practice, including its offer for quality first teaching and graduated support.
- Manage the school's SEND Department, including the role and function of the school's Deputy SENCOs (Deputy SENDCo for KS3 and Deputy SENDCo for KS4), Learning Assistants and Lead Learning Assistants and SEND Administrator, and contracted services for specialist support.
- Support the Principal and Vice-Principal for Inclusion in meeting statutory responsibilities for EHC Plans and their Annual Review.
- Contribute to the performance management process of SEN teachers and Support Assistants
- Work with the Principal and governors to ensure that the Academy meets responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Operate at all times within the terms of the Academy's admissions policy for SEN or Disability, including the publication of the accessibility plan;
- Maintain effective record-keeping systems accordingly and overseeing all the records of children with SEN or Disability and transfer SEN or disability records to the next school/institution. Liaise with the Examinations Officer to ensure relevant professional reports are up to date and provision for special needs for all examinations is identified and met.

## **Effective deployment of staff and resources**

- Work with the Principal and Senior Leadership Team to identify priorities for expenditure, including the expansion of provision, development of resources and the recruitment and allocation of staff.
- Develop a review cycle to assess the efficacy and impact of intervention, support and provisions to inform their future use.

## **Quality Assurance**

- Establish and reinforce common standards of good practice.
- Monitor and evaluate performance against school, local and national performance indicators.
- Ensure all staff recognise and fulfil their statutory responsibilities.

## **Other responsibilities**

- Support supervision at key social points in the day.
- Systematically participate in lesson observation to monitor the quality of teaching and learning.
- Liaise with external agencies and co-ordinate meetings as appropriate. Encourage a culture which works on a multi-agency approach to be proactive.
- Collect and publish statistics and evaluations as required, conducting self-evaluation and contributing to the process of continuous improvement within the subject.
- Act as an Associate member of the SLT board when requested.

## **General**

- Support and encourage the Academy's ethos and its objectives, policies and procedures as agreed by the governing body.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Adhere to the Academy's Equal Opportunities policy in all activities, and to actively promote equality of opportunity wherever possible.
- Uphold the Academy's policy in respect of safeguarding and child protection matters.
- Be subject to all relevant statutory and institutional requirements.
- Be responsible for own health and safety and that of colleagues, in accordance with the Health and Safety at Work Act (1974) and relevant EC directives.
- Work in accordance with the Data Protection Act and GDPR regulations.

- Provide a healthy and comfortable working environment, smoking is strictly prohibited.
- This Job Description may be reviewed at intervals and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- All permanent staff (who have successfully completed a probationary period) are required to participate in the performance management process and engage in continuous professional development to ensure that professional skills and knowledge are up to date.
- All employees are under the reasonable direction of the Principal.

Job Specification -Lead SENDCo		
The criteria that follow are in addition to those held by a Main scale Teacher		
	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>Educated to Degree level or equivalent</li> <li>Qualified Teacher Status</li> <li>National SENCO award, or willingness to complete within two years of appointment.</li> </ul>	<ul style="list-style-type: none"> <li>Senior Leadership qualification (NPQSL or equivalent)</li> <li>Postgraduate learning in Education (Cert.Ed, Diploma, MA/MEd.)</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Experience of leading SEND provision OR Leadership experience combined with a knowledge of SEND.</li> <li>Experience of leading and managing a team or Department</li> <li>Experience as a confident and high quality teacher</li> <li>Experience of leading training and development</li> <li>Experience working with parents and professionals</li> </ul>	<ul style="list-style-type: none"> <li>Experience as designated SENCO in a secondary setting</li> <li>Experience leading Teaching and Learning within a secondary setting.</li> <li>Experience of resource management, including budgetary involvement.</li> <li></li> </ul>
Knowledge/ skills	<ul style="list-style-type: none"> <li>Knowledge of the SEND Code of Practice (2015), and its implications for schools.</li> <li>A knowledge of what constitutes good teaching and an understanding of how to improve the quality of teaching and learning with a particular focus on SEN learners.</li> <li>Demonstrate a range of management and leadership styles appropriate to the situation.</li> <li>Ability to prioritise, problem solve, particularly under pressure.</li> <li>The ability to work collaboratively, leading to professional development of staff.</li> <li>Ability to set standards and model good practice.</li> <li>Excellent interpersonal and communication skills, ability effectively with a range of audiences.</li> <li>Proven teaching skills and the ability to coach other teachers and share good practice.</li> <li>Excellent skills in managing student behaviour.</li> <li>High level ICT skills both to support learning and administration.</li> </ul>	<ul style="list-style-type: none"> <li>Skills in Developmental planning and evaluation, connected to the School Evaluation and School Improvement Plan.</li> <li>Recent further relevant study i.e. continuing professional development</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>Commitment to the Academy's vision and ethos.</li> <li>Commitment to the safeguarding and welfare of all students.</li> <li>Evidence of a commitment to equality of opportunity and social inclusion.</li> <li>A passion for child-centred learning especially for students with complex needs.</li> <li>Dynamic leader and effective manager.</li> <li>Flexible in meeting new challenges and a willingness to take on new responsibilities.</li> <li>Able to deal with others with empathy and sensitivity.</li> <li>High levels of professional and personal Integrity.</li> </ul>	

This post is classified as having substantial access to children and appointment is subject to an enhanced DBS police check of previous criminal convictions. Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.

Signed \_\_\_\_\_ Date \_\_\_\_\_