

Job Description

POST:	Special Educational Needs & Disabilities Co-ordinator (SENDCo)
RESPONSIBLE TO:	Principal
RESPONSIBLE FOR:	Delivery of the Academy SEND provision
SALARY:	MPS/UPS + TLR 2a
LOCATION:	Oasis Academy Lord's Hill
WORKING PATTERN:	Full-time and as described in the School Teachers' Pay and Conditions Document.
DISCLOSURE LEVEL:	Enhanced

JOB PURPOSE:

The post holder will work under the direction of the Principal to support the planning and delivery of SEND provision. The SENDCo will take responsibility for the day-to-day operation of provision made by the school for students with SEND. They will provide professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources.

RESPONSIBILITIES:

The duties outlined in this job description may be modified by the Principal, in consultation with the post-holder, to reflect or anticipate changes in the job, commensurate with the salary and job title.

SEND Strategy

- Ensure effective systems of communication, including feedback about students' learning to inform future planning.
- Monitor the quality of support by establishing effective systems to identify and meet the needs of students, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- Ensure that the objectives of the SEND policy are reflected in the SEND development plan.
- Liaise with and coordinate the contribution of external agencies.
- Ensure up-to-date knowledge of national and local initiatives which may impact upon policy and practice.

Teaching and Learning

- Identify and adopt the most effective teaching approaches for students with the 4 areas of need.
- Monitor teaching and learning activities to meet the needs of students with SEND.
- Plan, coordinate and teach timetabled intervention groups and classes as appropriate.
- Lead INSET regularly and where appropriate; this may include chairing and being a part of working parties.
- Collect and interpret specialist assessment data gathered on students and use to inform practice.
- Work with students, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SEND students.

Recording and Assessment

- Work with the Principal to set aspirational and appropriate targets for raising achievement among students with SEND.
- Collect and interpret specialist assessment data.
- Update the Principal on the effectiveness of provision.
- Develop an understanding of learning needs and the importance of raising achievement amongst students.
- Attend consultation evenings and keep parents informed about their child's progress.
- Collate SEN transition data and organise SEN files.
- Profile year groups and disseminate information.
- Lead on the development of an SEND provision map and departmental development plan.

Leadership and Management

- Provide leadership, line management and strategic direction for key areas of the provision.
- Develop pro-formas for essential paperwork, in order to create an administrative infrastructure as part of an effective communications system.
- Identify the training needs of staff and organising/coordinating INSET to be delivered by other professionals.
- Ensure all members of staff recognise and fulfil their statutory responsibilities to students with SEND.
- Provide training opportunities for teaching assistants and SEND teachers to learn about SEND.
- Identify resources needed to meet the needs of students with SEND and advise the Principal of priorities for expenditure.
- To be responsible for the management of accommodation in the department, including coordination of accommodation for outside agencies.
- Management of human resources within the SEND team, including line management, timetabling and deployment of teaching assistants and teachers.
- Liaise with the Principal to allocate support for targeted statemented students according to LA funding levels and individual need.

Other Responsibilities

- Administer the marking, scoring, recording and dissemination of reading tests.
- Coordinate Individual Plans for students receiving SEND intervention.
- Chair appropriate SEND meetings where required.

Teaching Commitment

- The post holder will be expected to teach in line with the Academy's generic teacher's job specification. Significant non-contact time for leadership and management responsibilities will be made available.

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled through direct dialogue with employees, contractors and community members.

Oasis Community Learning is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

All staff take an active role in the Academy's care and guidance of students and may be expected to fulfil the role of form tutor.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. All job descriptions are subject to review.

SENDCo Person Specification

Competency	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> Post-16 qualifications and a suitable degree. Knowledge of SEND practices and procedures. 	<ul style="list-style-type: none"> Qualified teacher status. NASENCo qualification.
Organisation	<ul style="list-style-type: none"> Ability to work unsupervised and to plan and prioritise effectively. Ensure routine and non-routine correspondence is produced on time. Ability to maintain a range of records, e.g. student timetables, targets and records of mentoring sessions. The ability to work flexibly to meet the needs of young people. 	
Relevant experience and knowledge	<ul style="list-style-type: none"> Aware of the principles involved in giving advice and guidance to young people including the place of confidentiality. The ability to produce detailed, concise evaluative reports of the programme. Experience of staff management and appraisal. The rights and responsibilities of parents. A clear understanding of the factors that lead to educational disaffection in young people. Knowledge and understanding of strategies to remove barriers to learning in young people. Knowledge and understanding of Child Protection protocols. Proven track-record of successfully working with disaffected young people. 	<ul style="list-style-type: none"> A relevant qualification in relation to SEMH or SEN more broadly e.g. HLTA status. Knowledge of the range of additional support/agencies available for students. Experience of providing advice and guidance. CP Level 3 training. At least 3 years working with young people of secondary school age.

<p>Interpersonal/communication skills</p>	<ul style="list-style-type: none"> • The ability to lead and inspire staff. • The ability to liaise with and gain the confidence of the ALT and other members of school staff. • Reflective and able to take on and learn from feedback. • To be able to liaise clearly and effectively with mainstream staff, teaching assistants and the Academy leadership team. • To be able to liaise confidently and sensitively with parents. • The ability to converse with ease with parents/students and members of the public, and provide advice in accurate spoken English. • Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline. • Commitment to safeguarding and promoting the welfare of children and young people. 	<ul style="list-style-type: none"> • The ability to find creative and imaginative solutions to problems.
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