



Raleigh

EDUCATION TRUST

SENDCO

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POST	SENDCO
Reports to	Principal / Delegated Senior Leader
Salary range	M1 – M6 / UPS1 – UPS3 and TLR2C
Contract type	Permanent, Term time only
Hours	Full time

The role in a nutshell

The SENDCO at Willowfield Academy provides strategic leadership and expert oversight of special educational needs and disabilities provision within a specialist SEND setting. Working as a key member of the school's wider leadership team and in close partnership with the Principal, the postholder will drive high-quality inclusive practice, robust graduated support and effective implementation of Education, Health and Care Plans.

You will ensure that all pupils access an ambitious, coherent and responsive educational offer that enables strong academic, social and emotional progress and supports positive transitions beyond school. To achieve this, you will work collaboratively with staff, families and external agencies, supporting and challenging practice to secure consistently high standards. A central part of the role is ensuring rigorous monitoring, evaluation and quality assurance of SEND provision, safeguarding practice and statutory compliance, so that provision remains effective, inclusive and aligned to pupil needs.

The candidate

The ideal candidate will, in collaboration with the Senior Leadership Team, play a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of pupils with SEND.

The SENDCO will also take day-to-day responsibility for the operation of the SEND policy and coordination of the provision made for individual pupils with SEND, working closely with the Senior Leadership Team, staff, parents and carers and other schools/academies in the Trust as well as external agencies.

We welcome applications from everyone who believes they meet the expectations of the role regardless of age, gender, ethnicity, sexual orientation, faith, or disability. To ensure that our staff composition is representative of the communities we serve, applications from groups who are currently under-represented in education including people with disabilities and people from minority ethnic backgrounds are particularly encouraged.

About your benefits

The position attracts an excellent remuneration package including a competitive salary, pension scheme, health assured programme with access to mental health, financial and family support (EAP) and the Cycle Scheme salary sacrifice. You will also receive Mental Health First Aid Training.

We prioritise your professional growth with annual training and development opportunities, training bursaries are available upon request.

General duties and responsibilities

The roles allocated to a Deputy Head Teacher are diverse, so they may vary from academy to academy.

Teaching & Learning	<ul style="list-style-type: none">• Identify, promote and adopt the most effective teaching approaches for pupils with SEND.• Monitor and evaluate teaching and learning activities to ensure the school meets the needs of pupils with SEND.• Actively teach learning interventions and support groups in order to accelerate their progress.• Ensure all pupils with additional needs are making progress at least in line with and, wherever possible, beyond national expectations.• Advise teaching and non-teaching staff on appropriate interventions, differentiation and strategies to support the learning, engagement and progress of pupils with SEND.• Have regard to individual needs of pupils with Special Educational Needs and support their learning by using a wide range of teaching strategies, planning and providing support for their full participation in all activities both in and out of lessons.• Liaise with classroom teachers and phases to ensure the identification/ continuity of support and learning of pupils with SEND across the school.• Talk to pupils with SEND, and their parents/carers with a view to listening to what they have to say about their experience of education/school, addressing any areas of concern.• Sustain and improve the high standards of pupil achievement and promote their moral, social and cultural development and their good behaviour.• Ensure Assess–Plan–Do–Review (APDR) cycles are implemented consistently and effectively for pupils with SEND, including the monitoring of impact and adaptation of provision where required.

Recording & Assessment	<ul style="list-style-type: none"> • Keep the provision map up to date and share with staff. • Set challenging and realistic targets for raising achievement among pupils with additional learning needs and SEND. • Oversee the quality assurance of progress data for pupils with SEND at each Progress Review and systematically throughout the year to identify and intervene with trends and pupil achievement. • Use knowledge of intervention strategies to support pupil progress through leading and monitoring a range of intervention programmes. • Set up effective systems for identifying, assessing and reviewing trends in progress for SEND pupils. • Meet with the Senior Leadership Team and phase teaching staff to formulate plans to address any issues and needs as appropriate. • Maintain and further develop existing systems for identifying, assessing and reviewing SEND provision. • Update the Senior Leadership Team, the Trust and governing body on the effectiveness of provision for pupils with additional learning needs and SEND. • Develop whole staff understanding of additional learning needs and the importance of raising achievement among pupils with SEND. • Work closely with the Senior Leadership Team to build partnerships with parents/carers so that they have confidence in the school support for SEND by ensuring regular contact with them and informing them regularly of their child's progress and achievements. • Oversee the effective communication of information to LA, external agencies and parents. • Identify, coordinate and review, alongside the exams lead, exam access arrangements and reasonable adjustments in line with JCQ regulations, ensuring that evidence is robust, up to date and reflective of pupils' normal way of working.
Leadership	<ul style="list-style-type: none"> • Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with additional learning needs and SEND. • Provide training opportunities for TA's and teachers to learn about SEND / additional learning needs. • Disseminate outstanding practice in SEND across the school including appropriate staff development opportunities for Teachers, TA's and other support staff to learn about SEND e.g. lead INSET. • Identify resources needed to meet the needs of pupils with SEND and advise the Senior Leadership Team of priorities for expenditure. • Oversee the effective organisation and deployment of teaching assistants, including training, monitoring, and PDRs. • Attend CPD appropriate to all aspects of SEND. • Work collaboratively to ensure an inclusive approach is taken for identified pupils. • Liaise with the SEND Link Governor at least once every term for monitoring purposes. • Write an annual action plan and quality assurance framework for SEND that is in line with the school's improvement plan. • Regularly inform the Senior Leadership Team of progress on annual action plan for SEND. • Attend and contribute to Senior Leadership meetings as required.

Standards & Quality Assurance	<ul style="list-style-type: none"> • Support the aims, values and ethos of the school and the Trust by adhering the school's core purpose. • Attend and participate in consultation meetings. • Coordinate and contribute to statutory EHCP processes, including annual reviews, multi-agency contributions and documentation submitted to the Local Authority within statutory timescales. • Maintain an up-to-date knowledge of statutory duties and national developments in relation to SEND. • Lead professional learning activities, as appropriate, to update and develop the skills of colleagues relevant to your area of responsibility. • Participate in staff training. • Attend transition, staff, meetings, Parents Evenings and Open Evenings. • Develop links with LAs, external providers and other schools as appropriate. • Participate in Appraisal in accordance with school policy. • Liaise closely with the Senior Leadership Team to ensure a shared vision for moving SEND forward in line with the annual action plan and school's improvement plan.
Trust responsibilities	<ul style="list-style-type: none"> • Support and uphold the Trust's ethos, values, policies and procedures. • Apply and adhere to the Trust's Code of Conduct. • Act with professionalism and integrity at all times, promoting the Trust's values. • Comply with any reasonable request from the Head of School to undertake work of a similar level or commensurate with the role / level of responsibility. • Comply with Data Protection legislation and follow the principles of GDPR. • Promote a commitment to equal opportunities and anti-discriminatory practice adhering to the Trust's and Academies EDI policies. • Promote a work environment that protects people's health and safety and welfare in accordance with the Trust's Health and Safety Policy.

All staff are expected to maintain high standards of customer care in the context of the Trust's Core Values, to uphold the Equality and Diversity Policy and health and safety standards and to participate in training activities necessary to their post.

This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer. The responsibility level of any other duties should not exceed those outlined above.

Person Specification

You should be able to demonstrate that you meet the following criteria.	Measured by A - Application form B - Assessment task C - Interview D - References	
Education and Qualifications	Required	Assessment
Graduate with Qualified Teacher Status.	Essential	A
Qualification related to the role of SENDCO or working towards.	Essential	A
Evidence of continuous professional learning and development relevant to the SENDCO role.	Essential	A C
Knowledge and understanding of educating pupils with special educational needs.	Essential	A
Communication Skills		
Committed to working positively with all stakeholders.	Essential	A C
Effective communicator who is at ease with all stakeholders.	Essential	A C
Good interpersonal skills that support effective relationships with young people.	Essential	A C
Ability to write action plans, maintain accurate records and create reports.	Essential	A C
Experience and Knowledge		
Successful teaching experience in a primary/secondary/special setting.	Essential	A C
Knowledge/experience of PRU or specialist settings.	Essential	A C
Experience of working with vulnerable children and young people.	Essential	A C
Experience in working as part of a SEND Team.	Desirable	A C
Experience of successful intervention/support work responding to the academic and wellbeing needs of young people.	Desirable	A C
Knowledge of effective learning, engagement and behaviour strategies.	Desirable	A C
Experience of liaising with agencies, professionals and parents/carers to support and safeguard pupils.	Desirable	A C
Experience of promoting the learning, wellbeing and welfare of children and young people.	Essential	A C D
Management of Resources		
Manage all resources effectively, including the deployment of staff.	Essential	A B C D
Effective leadership and management of an additional needs/SEND team.	Essential	B C D
Ability to work with external agencies/providers to enhance pupil learning.	Essential	A B C
Establish clear systems and processes to allow effective tracking of actions and impact.	Essential	A B C D
Ability to understand, analyse and make effective use of a wide range of data particularly concerned with achievement and intervention strategies.	Desirable	A C D
Ability to introduce new approaches and initiatives and manage change effectively.	Essential	A B C
Knowledge and Understanding		
Knowledge and understanding of national and local education issues relating to SEND pupils including the SEND Code of Practice.	Essential	A C
Understanding of effective teaching and learning strategies to support SEND pupils.	Essential	A C

Knowledge and understanding of current and national issues in relation to pupil development, progress and raising achievement in Primary and Secondary Education.	Essential	A B C
Personal Attributes		
Use skills and qualities to add to those of the Senior Leadership Team.	Essential	A C
Able to work independently and make judgements whilst also working as part of a wider team.	Essential	B C D
Resilient and determined whilst a supportive team member able to demonstrate empathy to address matters in a sensitive and considerate manner.	Essential	C D
Commitment to inclusion and diversity to ensure the maximum benefits for pupils and staff.	Essential	C D
Commitment to the promotion of safeguarding and welfare of children and young people.	Essential	A B C D
Work to promote mutual respect and good relations		
Commitment to inclusive education.	Essential	A B C D
The desire to support a working culture which values creativity and openness and is sensitive to need.	Essential	A B C D
Work related circumstances		
Be willing to undertake training, learning and development, as necessary, to enhance service delivery.	Essential	A B C D

About the application process

If you meet the criteria and you are enthusiastic about the role, we would welcome your application.

To complete the application process, you will need to complete the application form and associated documents through the portal which can be found at: <https://raleigheducationtrust.facebook.co.uk/vacancies>

Only candidates requested for an interview will be contacted. If you are not invited, we thank you for your interest in this exciting post with the Trust.

Raleigh Education Trust is obliged by law to operate a checking procedure for employees who have substantial access to children and young people. It is an offence to apply for a position within a school or trust if you are barred from engaging in regulated activity relevant to children.