**Job Description:  SENDCo**

**Principal accountabilities**

To support the Headteacher as an integral member of the ALT (Academy leadership team) in providing high quality provision for all our young people.

This job description should be read alongside the responsibilities listed within the teachers’ standards <https://www.gov.uk/government/publications/teachers-standards> (summary attached) and the <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions> which form part of the job description of all teaching staff at Sky Academy.

**Principal Accountabilities:**

* To be an integral member of the Senior Leadership Team with joint responsibility for the formulation of the strategic aims, objectives, ethos, development and direction of the whole school.
* Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
* Determine the strategic development of special educational needs (SEN) policy and provision in the school
* Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
* Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
* To support the day-to-day administration and organisation of the school.
* To promote high levels of achievement.
* To participate within a system of Performance Review.

To undertake other responsibilities in the school, as agreed with the Headteacher

**Key duties**

* Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
* Maintain up-to-date knowledge of national and local initiatives that may affect the school’s policy and practice
* Monitor and measure the impact of funding to see whether it is being used effectively, and suggest changes to make use of funding more effective
* Operation of the SEN policy and co-ordination of provision
* Maintain an accurate SEND register and provision map system
* Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
* Advise on the use of the school’s budget and other resources to meet pupils’ needs effectively, including staff deployment
* Be aware of the provision in the local offer
* Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
* Be a key point of contact for external agencies, especially the local authority (LA)
* Analyse assessment data for pupils with SEN or a disability and use this to inform planning
* Implement and lead the work of interventions for pupils with SEN, and evaluate their effectiveness
* Work with the pastoral team to secure relevant services for young people
* Ensure records are maintained and kept up to date
* Coordinate and quality assure the reviews for education, health and care plan (EHCP) with parents or carers and the young person
* Communicate regularly with parents or carers
* Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
* Act as designated teacher for looked-after children
* Identify training needs for staff and how to meet these needs
* Lead INSET for staff
* Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEN or a disability
* Prepare and review information the Academy Council is required to publish
* To carry out any other duties as requested by the headteacher.

**Welfare**

* To support students to develop a wider educational, social and cultural understanding of life.
* To monitor the individual health and wellbeing needs of pupils and to communicate those needs to other staff as appropriate.

**Line management**

* Line managed by the Headteacher
* Works alongside the Deputy Headteacher and Academy Lead (Curriculum) to quality assure how provision meets the needs of all our young people.

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|  | **Essential** | **Desirable** |
| **Qualifications** | Relevant subject degree level qualificationQTSNASENCOEvidence of continued relevant professional developmentLeadership experienceSafeguarding training within a setting with young people | Other specific SEND related training/qualificationsEAA assessorDSLTeam Teach trained Minibus driverFull, clean driving licence |
| **Experience, skills and knowledge** | Experience of working in a SENDCo role within schoolsExperience of working with students with SEMH and SLCN. Experience of multi-agency working Interest and aptitude for working with socially vulnerable young people  Self-motivated and committed to self-development Experience of using holistic behaviour management techniques to positively support young people and safely manage behaviours Successful experience of working with young people to achieve accredited outcomesSuccessful previous performance management against the teachers’ standards Ability to work in an environment that requires a high level of confidentiality Experience of working effectively as a team  Good ICT skills and a high level of attention to detail  Good written and oral communication skills  Good organisational skills Ability to form and maintain appropriate, positive relationships and personal boundaries with children and young people Commitment to safeguarding and promoting the welfare of children and young people  | Experience of working with vulnerable young people in a variety of settingsExperience of working in a highly confidential environment Experience of using SimsExperience of working as designated teacher |
| **Personal qualities** | Well-developed ability to manage the demands of work and homeWell-developed ability to manage personal wellbeing in a demanding environmentAbility to encourage learning by building positive relationships  High expectations of behaviour and the ability to support behaviour without confrontation  Excellent interpersonal skills, energy levels, enthusiasm and flexibility  Calm and adaptable with an ability to work within a flexible and busy environment  Willingness to undergo appropriate checks, including enhanced DBS checks Willingness to undergo DSL training if required Emotional resilience in working with challenging behaviours  Have a willingness to demonstrate commitment to the values of Learn@MAT and Sky Academy |  |
| **Other** | A willingness to support extra-curricular activities and trips |  |