

### **Job Description**

**Job Title:** Head of Curriculum Support - SENDCO  
**Reporting to:** Principal

### **Purpose of Job**

- To ensure that all students with special educational needs and disabilities meet and or exceed expectations.

### **Main Activities & Responsibilities**

- To have knowledge and understanding of the characteristics of effective teaching and learning styles and how these strategies can be used to support students with SEND.
- How ICT can be used to help students gain access to the curriculum, as an aid to teaching and learning, as a means of communication between those teaching students with SEND and as a source of information locally and globally.
- Relevant research, national inspection evidence and legislation including the SEND code of practice, Equal opportunities and disability discrimination act legislation and how these apply to students on the SEND register.
- The requirement to communicate information effectively to LEA's, external agencies, parents and other schools or colleges on transfer.
- The purpose of IEP's, SEND Student profiles and provision maps including taking a lead on their formulation and reviews.
- Analyse and interpret relevant national, local and schools' data plus research and inspection evidence to inform SEND policy practices, expectations, targets and teaching methods.
- Work with subject teachers, tutors, heads of house and directors of learning to ensure that realistic expectations of behaviour and achievements are set for students with SEND.
- Identify and disseminate most effective teaching approaches for students with SEND.
- Monitor the effectiveness of teaching and learning activities and target setting to meet the needs of the students with SEND.
- Support the development of strategies to promote literacy, numeracy and ICT as well as access to the wider curriculum.
- Identify and develop study skills to support students in moving towards becoming independent and effective learners.
- Lead and develop effective liaison between schools to ensure that there is good continuity in terms of support and progression in learning when students with SEND transfer.
- Collect and interpret specialist assessment data gathered on students and use it to inform practice.
- Conduct appropriate assessment of need including examination dispensation assessments.
- Devise, implement and evaluate systems for identifying, assessing and reviewing students SEND in relation to the school's SEND policy.
- Implement a clear tracking system to monitor the progress of all groups over time and with reference to specific interventions.

- Adjust interventions in light of tracking data.
- Develop knowledge and understanding of best practice interventions and implement as appropriate.
- Provide regular information to the Principal and the board on the evaluation of the effectiveness of provision for students with SEND, to inform decision making and policy review.
- Support staff in understanding the learning needs of students with SEND and the importance of raising their attainment.
- Monitor the progress made in setting objectives and targets for students with SEND, assist in the evaluation and the effectiveness of teaching and learning and use the analysis to guide further improvement.
- Ensure there are opportunities for all teaching staff and teaching assistants to review the needs, targets and progress of students with SEND.
- Compile and keep current case studies of students who represent identified groups, illustrating the impact of appropriate interventions.
- Liaise with the Pastoral support department as appropriate in establishing support for individuals and groups of students.
- Develop and maintain partnerships between parents and the school staff providing information to parents about the targets, achievement and progress of students with SEND.
- Develop effective liaison with external agencies in order to provide the maximum support for students with SEND.
- Chair review, case conferences and meetings effectively.
- Judge when to make decisions and when to consult with others including outside agencies.
- Balance the demand made by administrative duties, teaching and acting as a resource for colleagues.
- Take responsibility for own personal development.
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to students with SEND.
- Advise, contribute to and where appropriate, coordinate the professional development of staff to increase their effectiveness in responding to students with SEND and provide support and training to trainee and newly qualified teachers in relation to students with SEND.
- Support staff by ensuring that all those concerned have the relevant information on students with SEND such that improvements in teaching and learning secured.
- Ensure that staff support students with SEN differentiate so that lessons consolidate, build upon and extend learning for all students.
- Manage and develop all staff working specifically with students with SEND.
- Deploy staff working with students with SEN to ensure the most effective use of teaching and other expertise.
- Coordinate the deployment of learning resources and monitor their effectiveness.
- Use accommodation to create a safe, effective and stimulating environment for teaching and learning.
- Ensure the objectives of the SEND policy are reflected in the school improvement plan, that effective systems are in place to identify and meet needs and that they are coordinated, monitored, evaluated and reviewed.
- The ability to teach a core subject would be an advantage.