



School: Christ Church, Church of England Secondary Academy

Job Title: SENDCo

Salary: L3 – L7

Location: Birmingham

Start: Full time from September 2022

Closing date: 10th January 2022

Job Description:

Responsible to a member of the Senior Team

Birmingham Diocesan Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment. This post is subject to safer recruitment measures, including a DBS check.

Core Purpose

The SENDCo, will develop, lead and manage the effective delivery of an outstanding SEND provision, which enables the highest level of student progress and attainment. They will lead on creating an inclusive learning environment throughout the academy and support a professional community of teachers and support staff in promoting outstanding teaching and learning for students of all abilities.

Responsibilities

- Supporting and promoting the school's Christian distinctiveness and encourage staff and students to follow this example.
- Supporting and promoting BDMAT's vision, values, aims and goals.
- Leading on the strategic direction and development of the school offer for SEND.
- Creating a culture of constant improvement and being an inspirational leader, committed to the highest achievement for SEND students in all areas of the curriculum and beyond.
- Ensuring early identification and support for students with additional needs by embedding the graduated response for literacy, numeracy, language and communication, SEMH, EAL and attendance at a whole school level
- Creating a positive culture of support and high expectations, to raise standards and improve the quality of teaching and provision for students with additional needs.
- Inspiring a passion for supporting students with SEND in every member of the school community.
- Providing a model of outstanding practice to all staff in teaching and leadership of SEND provision.
- Identifying the training needs of staff and coordinate relevant INSET and CPD
- Promoting, embedding, securing and monitoring all agreed school and BDMAT policies.



SENDCo

- Ensuring that a high-quality educational experience is available for all children and young people.
- Ensuring SEND administration is effective and efficient, including: provision mapping and costing; managing budgets and overseeing monitoring the quality of information sharing.
- Ensuring the SEND register is up-to-date and all staff are aware of the needs of students and that students receive the provision outlined in their EHCP or IEP
- Implementing school-based plans for children identified at SEN Support and this is reviewing regularly.
- Facilitating and coordinating multi-agency input.
- Working with subject leads to ensure that the curriculum is accessible, rich, relevant, and inspirational and contributes to outstanding educational and whole person outcomes.
- Supporting teachers to differentiate, make class-based adaptations to the curriculum and develop systems to access targeted intervention and specialist support when needed such as Speech and Language Therapy, Educational Psychology, Autism Outreach Services, Sensory Impairment Services.
- Monitor the provision of teaching and learning activities and their impact on the progress made by students with SEND, EAL, medical needs, higher attaining students, PP students and LAC, reporting to staff, governors and appropriate agencies
- Ensuring creativity, innovation, and the use of appropriate new technologies to achieve excellence in SEND provision.
- Keeping abreast of educational developments and best management practice to introduce and disseminate appropriate innovation and contribute to joint practice development and CPD.
- Ensuring effective induction for new staff, career development for all, including those at the start of their professional journey.
- Working in partnership with parents, families and agencies in meeting the needs of identified students.
- Planning transitions to ensure continuity of support and learning when transferring students with SEND between key stages and/or schools
- Reviewing the schools SEN Information Report and other statutory documents regularly, sharing with parents and publishing on the website
- Ensuring that the use of accommodation within the academy provides a positive learning environment that promotes the highest achievement for all.

Strengthening Community

- Developing an inclusive and supportive approach so that the SEND department is a place where all young people and the wider school community feel welcome.
- Supporting the Headteacher and Deputy Headteacher in fostering a strong sense of community and a distinctively Christian ethos among both staff and students.
- Ensuring effective and appropriate pastoral support is available to children and staff in the school, including for their mental well-being.
- Promoting consistent implementation of behaviour policy and system of rewards and sanctions, characterised by orderly behaviour, caring and respectful relationships, and no shouting.
- Ensuring that all children make good progress including where there are barriers to learning, through clear, consistent, and excellent systems and provision for all, actively promoting inclusion.
- Acting as a positive role model to staff and students.



- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Treating everyone within the school and the wider community fairly and equitably; Engaging in issues of SEND staff and student welfare and support and demonstrate a commitment to equality of opportunity for all.

Safeguarding children and Safer Recruitment

- Have due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and BDMAT, in line with national requirements.
- Ensure that all academy policies and procedures are followed by all team members

As a term of your employment you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description as required by the Senior Team.



Person Specification:

Category	Essential	Desirable
1. Christian ethos	<ul style="list-style-type: none">To actively support and develop the school and Trust's Christian ethos	<ul style="list-style-type: none">Experience of teaching in a secondary Church of England schoolTo be a practicing Christian
2. Qualifications	<ul style="list-style-type: none">Qualified Teacher StatusHonours degree from a recognised universityEvidence of committing to continuing personal development	<ul style="list-style-type: none">NASENCoMasters of higher relevant discipline
3. Experience	<ul style="list-style-type: none">Demonstrable commitment to raising attainment of all pupils of all abilities.Experience of having designed, implemented, and evaluated effective, programmes of support and strategies for individuals and groups with SENDExperience of improving the quality of SEND provision through teaching and learning and effective CPDExperience of transitioning students with SENDExperience leading a team and/or working to support the significant success of othersExperience of interpreting complex student data to drive provision planning and student progressEffective and systematic behaviour managementKnowledge and understanding of the SEND Code of PracticeKnowledge of the national secondary education system, examination, and curriculum	<ul style="list-style-type: none">Teaching experience across a variety of settings within academy / maintained sectorsProven track record of the responsibility for leading aspects of whole school SEND
4. Professional learning	<ul style="list-style-type: none">Ability to identify own learning needs and to support others in identifying their learning needs	<ul style="list-style-type: none">Experience of working with other schools / organisations / agenciesKnowledge of the Free School and Academy education context in terms



	<ul style="list-style-type: none"> • Experience of leading / co-ordinating professional development opportunities 	<ul style="list-style-type: none"> • of requirements and responsibilities • Further SEND training and professional development
5. Strategic leadership	<ul style="list-style-type: none"> • Ability to articulate and develop the Trust's vision and Christian ethos within the context of Free School and Academy expectations • Understanding of and commitment to leading on the safeguarding of students and staff • Ability to build and maintain good relationships with a range of stakeholders 	<ul style="list-style-type: none"> • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards challenging targets • Ability to manage change, involving and consulting students, parents, staff, governors and others
6. Teaching and learning	<ul style="list-style-type: none"> • Knowledge and experience of successful teaching and learning strategies to meet the needs of all students • Experience as a provider of SEND professional development to other teachers • Experience of monitoring and giving accurate feedback to colleagues, including observation of teaching strategies for SEND • Experience and understanding of a range of assessment strategies • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management • High quality teaching skills 	<ul style="list-style-type: none"> • Experience of effective monitoring / evaluation of, and intervention in, SEND provision
7. Managing staff	<ul style="list-style-type: none"> • Ability to delegate work and support colleagues in undertaking responsibilities 	<ul style="list-style-type: none"> • Understanding of effective budget planning and resource deployment as enablers in terms of achieving educational priorities • Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues arising



8. Accountability	<ul style="list-style-type: none">• Involvement in the preparation for and administration of assessment including end of key stage assessments in at least one key stage• Ability to communicate on SEND performance effectively, orally and in writing to a range of audiences	<ul style="list-style-type: none">• Experience of self-evaluation and improvement strategies• Ability to report to and work with other stakeholders such as governors, and other external advisors• Experience of school inspection via Ofsted or SIAMs
9. Personal attributes	<ul style="list-style-type: none">• Ability to diagnose and intervene wisely when solving problems• Ability to remain positive and enthusiastic when working under pressure• Ability to organise work, prioritise tasks, make decisions and manage time effectively including in relation to the work of others• Empathy with pupils/students• Excellent communication and negotiation skills• Stamina and resilience	
10. Other	<ul style="list-style-type: none">• Knowledge of the regulations around safeguarding and how to address issues that might arise• Understanding of relevant equal opportunities, health and safety and safeguarding guidance and legislation and with commitment to keeping up to date with legislative changes affecting schools	