



SENDCO

RESPONSIBLE TO:	Headteacher / Head of School
CONDITIONS OF EMPLOYMENT:	Refer to School Teachers' Pay and Conditions Document
DISCLOSURE LEVEL:	Enhanced
RESPONSIBLE FOR:	The provision of a full learning experience and support for students.
LOCATION:	The postholder will be based at a CLPT School. The postholder may be required to work at another school in Wolverhampton from time to time or for a specified period
SCHOOL BASED ALLOWANCE:	If in receipt of a SBA, refer to the targets issued for the Development Post. Post holders are to produce termly reports to Governors, targets will be monitored termly and will also form part of the appraisal process.

JOB PURPOSE	
To ensure under the direction of the Head of School that all secondary phase children, including those with Special Educational Needs and Disability (SEND) receive appropriate support. To be responsible for all-through systems and processes relating to the SEND code of practice	
MAIN DUTIES AND RESPONSIBILITIES	
Strategic	<ul style="list-style-type: none"> • Support the Head of School in providing a clear vision and direction for the development of systems and processes designed to support Inclusion across the secondary phase • To monitor interpretation of the SEND policy and ensure that SEND code of practice is implemented and embedded across the school • Deliver INSET to colleagues on SEND and strategies to support students with SEND • As SENDCO, promote inclusion throughout the secondary phase and ensure consistency across the school • Lead the development of good practice for Inclusion across the school, support the production of a whole school Inclusion development plan with clear aims, objectives and strategic priorities to meet the needs of all pupils.

Operational	<ul style="list-style-type: none"> • Ensure that the needs of individual students are met through a broad, balanced, relevant and differentiated curriculum • Update the SEND register as and when necessary • Assist staff in the development and implementation of targets for individual students on Provision Map • Work with colleagues to produce detailed plans/programmes to meet the needs of individual students and targeted groups of students • Set up systems for identifying, assessing, tracking and reviewing student needs • Set up systems for immediate assessment of new arrivals and liaise with the data manager to get assessments uploaded onto Arbor • To liaise with feeder schools and Sixth Form institutions to aid transition of students with SEND • Monitor actively and respond immediately to curriculum developments related to Inclusion • Arrange, attend and prepare materials, where appropriate, for annual and/or termly review meetings • Ensure that parents are consulted and informed about their child's progress at all times • Develop supported and improved home learning • Liaise with pastoral staff in the care and support of children who may require additional pastoral care at some time in their school life (eg. bereavement, separation, mental health, sickness) identifying the right systems to support them <ul style="list-style-type: none"> ▪ Hold responsibility for the school's access arrangements for students with SEND so that they receive appropriate support during mock and public exams ▪ Identify students who qualify for access arrangements and liaise with appropriate authorities to confirm and carry out these arrangements
Staffing, resources and accommodation	<ul style="list-style-type: none"> • Line manage, organise, monitor and support Learning Support Assistants (LSAs) in the secondary phase to ensure that they provide effective and appropriate support for students and teachers • Lead and manage the professional development process for all Learning Support Assistants
Communication	<ul style="list-style-type: none"> • Work with parents to ensure the best possible outcomes for children • Liaise with Learning Leaders and other pastoral staff in the Student Support department concerning the progress and well-being of students with SEND • Liaise with other schools and outside agencies to ensure the best possible outcomes for students • Attend and contribute to appropriate middle leadership, senior leadership and governing body meetings • Attend meetings with external agencies to support progress and well-being of students
Monitoring, Assessment, Recording and Reporting	<ul style="list-style-type: none"> ▪ Use internally set progress targets and performance data to evaluate pupils' progress and set appropriate targets for improvement. ▪ Use a range of assessment evidence to inform planning and teaching of appropriate lessons matched to the needs of all students ▪ Use a range of assessment evidence to identify where specific help is required and inform differentiation and intervention strategies ▪ Mark work regularly giving diagnostic feedback ▪ Provide oral and written assessments, reports and references relating to individual students and groups of students

	<ul style="list-style-type: none"> ▪ Participate in arrangements that prepare students for external examinations ▪ Assess students for the purposes of internal and external examinations, recording and reporting such assessments ▪ Participate in parents' evenings and events to report on progress, learning, personal development and well-being ▪ Report on progress to all stakeholders
Climate for Learning	<ul style="list-style-type: none"> ▪ Promote and maintain an appropriate climate for learning among students in line with school policies and the school's ethos ▪ Safeguard the health and safety of students on school premises and when they are engaged in authorised school activities elsewhere
Other Professional Requirements	<ul style="list-style-type: none"> ▪ Have a working knowledge of teachers' professional duties and legal liabilities ▪ Operate at all times within the stated policies and practices of the school, including professional duties ▪ Perform duties as part of a duty team ▪ Maintain an up to date knowledge of effective practice in teaching techniques ▪ Know subject(s) or specialism(s) to enable effective teaching ▪ Take account of wider curriculum developments ▪ Contribute positively and effectively to the Inclusion agenda ▪ Undertake professional development to enhance teaching and pupils' learning, and: apply outcomes and identify impact; share outcomes with colleagues ▪ Take responsibility for professional learning
Safeguarding Statement	
<p>In accordance with CLPT's Safeguarding Policy and the document 'Keeping Children Safe in Education', all staff have a duty of care to safeguard the health and safety and wellbeing of all students on school premises and when engaged in authorised school activities elsewhere. Staff are inducted to follow policy and procedures to report any safeguarding concerns.</p>	
Health and Safety	
<p>The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Trust's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the staff VLE and must be observed by the jobholder.</p>	
Confidentiality and Data Protection	
<p>The job holder is expected to comply with the provisions of the Data Protection Act 2018. Any information that they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the Trust's Data Protection Policy. Nothing shall prevent you from disclosing information which you are entitled to disclose under the Public Interest Disclosure Act 1998 (as amended), provided the disclosure is made in accordance with the provisions of the Act. The Trust's Whistleblowing Policy is available via the Staff VLE.</p>	

Equality and Diversity
CLPT is committed to equality and values diversity. As such the Trust is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. The duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age, gender, race and faith, and people who do not share them. The jobholder is required to treat all people they come into contact with, with dignity and respect, and is entitled to expect this in return.
Training and Development
CLPT has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting safeguarding and general obligations.
Mobility
The jobholder may be required to transfer to any job appropriate to their grade at such a place as in the service of the Trust may be required, in accordance with legitimate operational requirements and / or facilitating the avoidance of staffing reductions.
The Postholder is required to:
<ul style="list-style-type: none"> • Undertake a systematic study of practice with a consequent programme of self and professional development to ensure that the necessary skill, knowledge and understanding are kept up to date. • Be aware of and comply with all school policies (available via the Staff VLE). It is important that all staff keep up to date with current policies and any concerns are reported to the relevant named persons without delay. • To promote equality, diversity and inclusion and demonstrate this within the role. • To play a full part in the life of the school community, to support its distinctive mission, aims and the ethos. • To set an example of positive personal integrity and professionalism with appropriate communications and relationships at all levels. • To act as exam invigilator when required. • To undertake such other duties which may be regarded as within the nature of the duties and responsibilities for the grade of the post as defined and subject to any reasonable adjustments under the Equality Act 2010. Any changes of a permanent nature will be incorporated into the job description.
Endorsement:
<p>This job description reflects the major tasks to be carried out by the job holder and identifies the level of responsibility at which the jobholder will be required to work, as at the date on which the last review took place.</p> <p>This job description may be subject to review and / or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder and will be commensurate with the salary grade for the job. The jobholder is expected to comply with any reasonable management requests.</p>

Declaration

I accept this job description.

Print Name:	
Signature:	
Date:	