

ROLE PROFILE

#RKLTPeople

Nurturing Ambition, Inspiring Excellence



Red Kite Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure. We are an equal opportunities employer which welcomes applications from all sectors of the community. We are committed to promoting diversity and want a workforce which reflects the local population of each of our schools.



www.rklt.co.uk/careers



*Red Kite Learning Trust is committed to supporting work–life balance and recognise the benefits of flexible working. We welcome requests for flexible working arrangements as part of the recruitment process. While flexibility may be possible for many roles, each request will be considered on an individual basis.

Job Title:	SENDCo / Teacher	School:	Whitkirk Primary School
Salary Grade:	MPS-UPS + TLR2b	Working Hours:	Full time (role will be split PT SENDCo, PT Teacher)
Contract Type:	12-month Secondment	Location:	Leeds

Responsible to: Acting Deputy Headteacher (Inclusion)

Responsible for: Learning Support Assistants, Learning Mentor

Role summary: The SENDCo will have strategic responsibility for Special Educational Needs and Disabilities across the school, including the coordination of support assistants, oversight of intervention provision, and the monitoring of outcomes for learners with additional needs. This part-time role will be undertaken alongside classroom teaching responsibilities and is evenly divided, with a 50/50 split between SENDCo duties and teaching.

The post-holder will be required to balance high-quality classroom practice with effective SEND leadership. The SENDCo will play a key role in supporting the school to deliver effective provision for pupils with additional needs and in ensuring that SEND practice is both compliant with statutory requirements and demonstrably impactful.

The school remains fully committed to working in accordance with the School Teachers' Pay and Conditions Document and the associated conditions of service.

Special conditions of service:

No smoking policy, including e-cigarettes/vaping.

Role specific responsibilities:

Under the direction of the Deputy Headteacher (Inclusion), the SENDCo will:



- Contribute to the strategic development of Special Educational Needs and Disabilities (SEND) policy and provision across the school.
- Lead the day-to-day operation of the SEND policy, implement the local offer and co-ordinate targeted provision for pupils with SEND.
- Provide professional guidance to colleagues and work closely with staff, parents and external agencies to secure high-quality outcomes for pupils with SEND.
- Fulfil the professional responsibilities of a teacher and teach classes or groups when required. The role is not class-based but includes a small teaching commitment.

Duties and Responsibilities

1) Strategic Development of SEND Policy and Provision

- Hold a strategic overview of provision for pupils with SEND across the school monitoring and reviewing its quality and impact.
- Contribute to school self-evaluation with respect to SEND and inclusion.
- Ensure the SEND policy is implemented and that its objectives are embedded within the school improvement plan.
- Maintain up-to-date knowledge of national and local initiatives that influence SEND policy and practice.
- Evaluate the effective use of funding for SEND and propose adjustments to maximise impact.
- Lead on transition into Year 7 and share SEND information for in-year admissions to secure smooth continuity of support.
- Liaise with relevant teachers for pupils identified with SEND and Looked After Children to ensure coherent provision.

2) Operation of the SEND Policy and Co-ordination of Provision

- Maintain an accurate SEND register and provision map.
- Provide guidance to colleagues on teaching pupils with SEND and advise on the graduated approach to SEND support.
- Advise on the deployment of the school's budget and resources to meet needs effectively including support staff.
- Implement the local offer and be aware of services available to meet pupils' needs.
- Work with early years providers, other schools, educational psychologists, health and social care professionals and external agencies.
- Act as the key point of contact for external agencies especially the local authority.
- Analyse assessment data for pupils with SEND and provide impact reports to the School Improvement Director (SID) Primary and the Trust Board.
- Implement and lead intervention groups for pupils with SEND and evaluate their effectiveness.
- Support staff to identify and assess barriers to learning and plan responsive provision.

3) Support for Pupils with SEND or a Disability

- Identify pupils' SEND and co-ordinate provision that meets their needs monitoring its effectiveness.
- Secure relevant services for pupils with SEND.
- Ensure challenging targets are set for pupils with SEND and for Looked After Pupils (PEPs).
- Ensure records are accurate and up to date.
- Review Education, Health and Care Plans with parents or carers and pupils.
- Communicate regularly with parents or carers including half-termly meetings.
- Ensure all relevant information is transferred promptly when a pupil moves school and support a smooth transition.
- Promote inclusion and ensure pupils can access the curriculum, facilities and extra-curricular opportunities.



- Work with the designated teacher for Looked After Children where a pupil has SEND or a disability.

4) Leadership and Management of SEND

- Work with the Headteacher, Deputy Headteacher (Inclusion), SLT and Governors to ensure the school meets its responsibilities under the Equality Act 2010 in relation to reasonable adjustments and access arrangements.
- Prepare and review statutory information required by the governing board.
- Contribute to the school improvement plan and relevant whole-school policies.
- Identify staff training needs and lead CPD to address these.
- Share procedural information including the SEND policy, local offer and provision map.
- Lead and manage SEND Provision
- Promote an ethos and culture that aligns with the SEND policy and secures positive outcomes for pupils with SEND.
- Oversee and manage all records relating to support for pupils with SEND and Looked After Children.
- Lead and manage teaching assistants including appraisals and appraisal reports.
- Help ensure the learning environment meets all health and safety requirements.

5) Strengthening the Community

- Work with external agencies to broaden learning experiences and support community involvement.
- Promote the reputation of the school within the wider community.
- Build strong partnerships with parents and carers.
- Foster positive relationships within the community and support the school's standing locally.

6) Safeguarding and Child Protection

- Ensure child protection policies are fully implemented by all staff.
- Build an ethos and curriculum that reflects the diversity and richness of the community.
- Collaborate with Trust and external agencies to support pupils' intellectual, spiritual, moral, social and cultural development.
- Lead and support safeguarding practice and attend required training.

Other Duties

- The SENDCo must safeguard and promote the welfare of children and follow all school policies and the staff code of conduct.
- This job description reflects the general nature of the role but is not exhaustive. The postholder may be required to undertake additional duties appropriate to the level of the role as directed by the headteacher.
- The role includes a small teaching commitment but is not class-based.

All colleagues, regardless of career stage, will make a positive contribution to the wider life and community of our school, for example through sport, music, hobbies etc.

RK People responsibilities:

- Contribute to the overall [aims and values](#) of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection etc., reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times.



The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the role profile but which is in line with the general scope, grade and responsibilities of the role.

Red Kite Learning Trust Leadership Charter



Principles

Our leaders work to nurture ambition, deliver excellence and enrich children's lives.

In doing so they will demonstrate:



Selflessness:

Leaders will act solely in the interest of children and young people and their teams whilst ensuring their own and others wellbeing.



Integrity:

Leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.



Objectivity:

Leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.



Accountability:

Leaders are accountable for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.



Honesty:

Leaders should expect to act and take decisions in an open, honest and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for doing so.

Behaviours

Our Leaders show leadership through the following characteristics:



Trust: Our leaders are trustworthy and reliable.

We hold trust on behalf of children, and are honest and fair in how we work with children and adults.



Wisdom: Our leaders use experience, knowledge and insight.

We hold trust on behalf of children, and are honest and fair in how we work with children and adults.



Kindness: Our leaders demonstrate fairness, respect, generosity of spirit, understanding and good temper.

We give difficult messages humanely where conflict is unavoidable and invest in our own and others wellbeing.



Service: Our leaders are conscientious and dutiful.

We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.



Courage: Our leaders work courageously in the best interests of children and young people.

We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.



Optimism: Our leaders are positive and encouraging.

Despite difficulties and pressures, we deliver on our mission to nurture ambition, deliver excellence and enrich children's lives.



Collaboration: Our leaders should exhibit professional generosity and empathy that supports powerful collaboration.

Despite difficulties and pressures, we find the time to work collaboratively because we know together we are stronger.

PEOPLE PROFILE

Aptitudes and Characteristics	Essential	Desirable
Ability to provide a well organised and stimulating classroom environment	*	
Ability to lead a team	*	
Ability to develop relationships and communicate effectively with colleagues, children and parents	*	
Flexibility and willingness to attend meetings in and out of school hours	*	
Ability to meet the needs of all children / raise standards	*	
Data analysis skills and the ability to use data to inform provision planning	*	
Commitment to continuing personal and professional development	*	



Sound philosophy – a belief in inclusion and education for all	*	
Confidentiality, commitment and loyalty	*	
Resilience, integrity and the ability to work collaboratively as part of a team	*	
Able to demonstrate a concern for the pastoral welfare of everyone in school	*	
Willing to make an additional contribution to wider school activities	*	
Ability to inspire and motivate others	*	
Excellent communication and interpersonal skills	*	
Calm, caring and committed to a restorative approach	*	
Good understanding of what makes 'quality first' teaching, and of effective intervention strategies	*	
Qualifications, Knowledge and Experience	Essential	Desirable
Excellent classroom practitioner with high expectations	*	
Experience of using ICT in teaching	*	
Effective teaching and learning styles that challenges and inspires	*	
Evidence of co-ordinating a major subject/role in school	*	
Experience of working throughout the primary age range		*
Experience of monitoring and reviewing curriculum coverage	*	
Experience in working at whole school level	*	
Experience of conducting training/leading INSET	*	
Experience of line managing staff	*	
Excellent knowledge of the SEND Code of Practice	*	
Comprehensive knowledge of the National Curriculum and strategies	*	
Involvement in self-evaluation and development planning	*	
Understanding the principles of a positive behaviour management policy	*	
Knowledge of the theory and practice of providing effectively for the individual needs of all children	*	
Experience of leading/supporting children in receipt of Pupil Premium		*
Experience of SLT		*
Inclusion Manager (SENDCo) experience		*



Experience of line management and appraisal of staff	*	
Experience of training and supporting staff to raise standards	*	
Experience of contributing to school improvement planning	*	
Experience of working with and engaging parents, external agencies and wider community	*	
Knowledge of assessment for learning strategies	*	
Experience of target setting	*	
Knowledge of the statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN and Child Protection	*	
Experience of managing child Protection/Safeguarding	*	
Experience of Ofsted	*	
Willingness to further own professional development	*	
Qualified teacher status	*	
NPQM/S or equivalent qualified		*
DSL training or a willingness to complete training		*
Willingness to undertake NASENCO training if required, or equivalent	*	
NPQ		*
Safeguarding and Promoting the Welfare of Students	Essential	Desirable
An appropriate motivation to work with children and young people	*	
Ability to maintain appropriate relationships and personal boundaries with children and young people	*	*
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	*	

