

Special Provision Partnership



SENDCO

L4-L7

Job Description

Purpose of the Role

With the support of the Partnership's Associate Executive Principal for SCS, you will oversee the day-to-day operation of the Academy's SEND policies and procedures, modelling best practice and ensuring the Partnership fulfils its statutory duties. You will play a critical role in the life of the Academy, supporting the identification of needs, coordinating provision and liaising with parents, carers and outside agencies. Your focus will also be on the delivery of Quality First Teaching and ensuring that Education Health and Care Plans are at the heart of the curriculum. As such, you will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the GTC for England.

Key Areas

Statutory Duties

- Carry out statutory responsibilities in line with the SEND Code of Practice
- Oversee the day-to-day operation of the Academy's SEND policy and procedures including reviewing, implementing, obtaining and monitoring education and health care plans
- Coordinate provision for children with SEND
- Liaise effectively with parents, carers and relevant professionals
- Advise on the deployment of staff and resources
- Liaise with other schools and services
- Be a key point of contact for external agencies
- Support transition between schools and settings
- Work with the Associate Executive Principal (SCS) to ensure the Academy meets its responsibilities under the Equality Act (2010)
- Fulfil the role of Designated Teacher for children who are Looked After
- Liaise effectively with a link Governor

Planning

- Keep abreast of developments in both SEND and the National Curriculum and work with leaders to develop the Academy's overarching curriculum offer
- Use your secure knowledge of SEND to plan and deliver a core curriculum, which meets the needs of pupils
- Work with colleagues to develop and deliver a broad and balanced thematic curriculum that meets the additional academic, special and personal needs of pupils with appropriate interventions
- Ensure teachers access appropriate pupil and class information, plans and data and use this data to produce relevant medium and short term plans in line with academy policies and within required deadlines
- Plan and oversee the deployment of support staff to ensure their input promotes good pupil progress
- Embed the delivery of appropriate qualifications and certificates into schemes of work
- Access and lead training to build and maintain expertise in relevant areas

Specialist Teaching

- Hold and model high expectations and build successful relationships centred around teaching and learning
- Operate and model an appropriate delivery model, which draws on evidence based methods of instruction that are tailored to pupils' educational, special and personal needs
- Develop and model strategies to promote new teaching methods and improve learning for identified pupils and monitor their effectiveness in raising standards of teaching and learning

- Analyse and share pupil data ensuring the implementation of effective strategies for accelerating pupil progress
- Promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning
- Use ICT effectively to support the delivery of teaching and learning
- Continue to develop own expertise and the expertise of others in teaching pedagogy and specialist approaches

Assessment

- Contribute to the development of the Academy's Assessment Policy ensuring SEND data is embedded throughout
- Lead in the management and effective use of SEND data processes
- Use relevant data to monitor progress, set targets and plan lessons
- Give parents, carers, professionals and pupils regular feedback in line with Academy policies
- Involve pupils' in reflecting on, evaluating and improving their own performance and progress.
- Record pupils' progress and achievements systematically, providing evidence of the range of their work, progress and attainment over time to inform planning and academy development

Personal Development & Behaviour

- Model the Academy's ethos and values including the use of unconditional positive regard and restorative practice
- Lead in the development of a stimulating, well-structured, purposeful learning environment where diversity is valued and pupils feel safe
- Set and model high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with Academy policy to anticipate and manage pupils' behaviour constructively and promote self-control and independence
- Recognise and respond effectively to equality issues as they arise across the academy, challenging stereotyped views, bullying and harassment in accordance with academy policy and procedures

Staffing

- Contribute to the development of the Academy Leadership Team and the line-management of staff
- Lead in the implementation of robust Performance Management and HR systems and ensure high standards of professional performance and conduct are established and maintained
- Promote and model best practice including unconditional positive regard and support senior leaders in creating and maintaining a climate that is supportive of staff, pupils and parents
- Offer leadership, guidance and support to staff in relation to teaching and learning, behaviour and other improvement strategies
- Support with the selection, recruitment and induction of staff
- Organise staffing timetables and cover classes if required to do so
- Facilitate continued professional development

Wider professional responsibilities

- Carry out any other duties appropriate to the level expected of a leader and a SENDCO
- Demonstrate a critical understanding of strategies, processes and developments within SEND and reflect this understanding in daily practice
- Play a full and active role in the development of the academy including individual and whole academy improvement
- Organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate
- Select and prepare resources taking into account pupils' interests and their learning needs, language and cultural backgrounds
- Provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently
- Build effective relationships with parents, carers and professionals sharing information regarding pupils' achievement, behaviour and well-being

- Contribute to the accurate and appropriate use and maintenance of up-to-date recording systems including those related to attendance, behaviour, progress and learning etc.
- Lead, attend and participate in regular meetings, events and open evenings
- Lead professional development activities
- Participate in training, continuous professional development and other learning activities as required including participation in appraisal arrangements

Support at School and Other Settings

- Support the development and delivery of personalised learning packages working in partnership with other professionals, schools and agencies
- Support pupils within the Academy grounds and in a variety of other settings as required, for example, home education, outreach, alternative provisions, work experience, community and enrichment activities
- Have a full driving license and a vehicle available for work purposes including the transportation of pupils
- Work in a hands-on way with teachers supporting the implementation of personalized interventions and strategies for children and young people

Responsible to: Principal (Associate)

Employee Supervision: Teachers and Support Staff

Knowledge, experience and skills:	E/D
E = Essential D = Desirable	
Experience <ol style="list-style-type: none"> 1. Experience working within an appropriate setting, including working with vulnerable children and their families. 2. Outstanding classroom practitioner. 3. Recent SENCO experience. 4. Experience of leading and supporting staff teams. 	 E E E E
Knowledge <ol style="list-style-type: none"> 4. Knowledge of strategies to achieve effective learning, teaching, assessment and engagement of children and young people with SEMH/SEND needs. 5. Knowledge of child development, attachment difficulties and SEN conditions, in particular ASD, ADHD and ODD. 6. Knowledge of the SEND Code of Practice. 7. Knowledge and experience of working with a wide range of support agencies and services and the ability to develop and sustain arrangements for joint working. 8. Extensive knowledge of Education Healthcare Plans and working collaboratively with multi-disciplinary teams with a solution focussed approach. 9. Full working knowledge of relevant safeguarding, child protection, equality and health and safety policies, codes of practice and legislation. 	 E E E E E E
Skills <ol style="list-style-type: none"> 9. Ability to develop and implement effective programmes of intervention and personalised learning packages that improve the outcomes for children. 10. Ability to use data effectively to monitor, evaluate and review student performance. 11. Ability to organise, lead and motivate staff. 12. Ability to work collaboratively with the team and partners to ensure a broad approach to planning and improving service delivery. 13. Effective communication skills, both verbal and written, in order to maintain accurate records and documentation and provide written reports as requested. 14. Ability to maintain high levels of professional integrity and confidentiality. 15. Effective use of IT for monitoring and recording. 	 E E E E E E

<p>Qualifications:</p> <ul style="list-style-type: none"> 16. Qualified teacher status. 17. Degree (or equivalent). 18. The National Award in Special Educational Needs Coordination or a willingness to work towards within three years. 19. Higher degree or postgraduate curriculum or leadership qualification. 20. Commitment to all CPD offered. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p>
<p>Behaviours and expectations:</p> <p>All staff members are expected to adhere to and promote professional standards including the Trust and Academy's code of conduct and values.</p>	
<p>General:</p> <p>The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Senior Leadership Team and develop and promote high standards of professional conduct throughout the Academy and the wider Trust community.</p> <p>You will be expected to carry out your duties in line with the Academy's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development through school communications.</p> <p>You will be required to work at any premises which the Trust currently has or subsequently acquires or at which it may, from time to time, provide services.</p> <p>You will be expected to travel throughout the borough and wider area and will, therefore, have access to a vehicle with appropriate Business Insurance. There may be a requirement to transport pupils from time to time, subject to appropriate risk assessments being in place.</p> <p>You will be expected to attend and participate in a wide variety of meetings as well as training and development activities to support Trust, Academy and your own professional development.</p> <p>All staff, regardless of their position, are expected to undertake TeamTeach training and work within "good practice" guidelines using a range of positive handling strategies, gradual and graded, involved in holding, guiding and escorting safely, from least intrusive to more restrictive holds.</p> <p>As part of your wider duties and responsibilities you will be required to promote and actively support the school's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.</p> <p>The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.</p>	

5 February 2020