

Job Description and Person Specification

Role	SENDCo
Grade:	MPS/UPS + SEN Allowance
Accountable to:	Headteacher
Department:	Teaching

Position Overview

As well as being a leader in the classroom and ensuring you meet the expectations set out in the teacher standards, you will work with the Trust and the Head Teacher to shape an inclusive culture within the school. You will be responsible for establishing systems in line with Trust good practices, training and supporting staff and liaising with parents and children to ensure a smooth transition into school. As SENDCo you will ensure that the SEND provision is meeting the needs of all learners.

Main Duties

As SENDCo:

- Under the direction of the headteacher, determine the strategic development of SEND policy and provision in the school
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Identify a pupil's SEND and co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Maintain an accurate and up to date SEND register, provision map and Pupil Profiles.
- Provide guidance to colleagues on teaching pupils with SEND, and advise on the graduated approach
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Analyse assessment data for pupils with SEN or a disability and provide succinct and clear analysis to data meetings
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies

- Evaluate whether SEND funding is being used effectively, and propose changes to make use of funding more effective
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Liaise with other schools to ensure continuity of support and learning when pupils with SEND come in to school or transfer to other schools
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extracurricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability
- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements

Teaching:

- Plan and teach well-structured lessons to assigned classes within the 3-11 age range, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of the pupils
- Set high expectations which inspire, motivate and challenge the pupils
- Promote good progress and outcomes from pupils
- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for any relevant external tests

Whole-school organisation, strategy and development:

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Health, safety and discipline:

- Follow all safeguarding procedures within the school
- Promote the safety and well-being of pupils at all times
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Professional development:

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching

Communication:

- Communicate effectively with pupils, parents and carers Working with colleagues and other relevant professionals
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Personal and professional conduct:

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Safeguarding:

- The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

General Duties

- Stay up to date on research, policy changes and national thinking, and share within the school and wider where appropriate.
- Role model outstanding practice
- Attend and proactively contribute to Trust CPL events
- Prepare and review information the governing body/Trust is required to publish
- Contribute/lead INSET for staff
- A commitment to engage in continuous professional development, ensuring a deep understanding of your subject area, national thinking and national policy
- To perform any other task under the reasonable direction of the Headteacher which could include assisting in other areas of the school and the wider trust.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. There may be requirements to complete other duties appropriate to the level of the role, as directed by the Headteacher or line manager.

Skills and Experience Required:

The following requirements will be assessed through either the Application Form (AF), during the Interview (I) or as part of an Assessment (AST).

Criteria	Essential	Desirable
Qualifications		
Qualified teacher status	AF	
Degree	AF	
Hold the national award for SEND		AF
Experience		
Successful previous teaching experience	AF/I	
Successful previous teaching experience in EYFS, Key Stage 1 and Key stage 2		AF/I
Experience of leading a subject/ project / team	AF/I	
Had experience of being a SENDCo		AF
Been a member of a SLT in a school		AF
Carried out SEND reviews		
Interpreting data and identifying areas for improvement	I	
Providing training and support in areas related to SEND		AF
Presenting information to a variety of audiences		I
Worked with the Nottinghamshire and Derbyshire systems and approaches to SEND		AF
Behaviours		
Excellent communicator	I	
Professional and approachable	I	
Ability to problem-solve as part of a team or working alone	I	
Confident at following through on tasks and resolving enquiries	I	
Proactive	I	
Reflective practice	AF/I	
Positive attitude	I	
Demonstrates resilience	I	
Can work collaboratively with others and develop good working relationships	I	
Skills		
Excellent verbal communication skills	I	
Excellent written communication skills	AF/AST	
Excellent planning and organisation skills	AST/I	
High degree of attention to detail	AST	
Good level of IT skills including MS Office	AFAST	
Ability to chair meetings, maintaining a focus on agenda items and summarising actions		AF
Creating reports, analysing data and summarising actions	AST	
Attributes		
Demonstrate an understanding of the Flying High Partnership vision and values and how they will/do align themselves	I	

Committed to own continuing professional development		AF/I
Committed to putting children's education first	I	
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	I	
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	I	
Other		
High Expectations for children's attainment and progress	I	
Commitment to get stuck in with Partnership and Trust wide activities	I	
Ability to travel to all Trust sites		I
A commitment to abide by and promote the Trust's equal opportunities, health and safety and child protection policies	AF/I	