

Job Description:

Expert SENDCo



QUEST TRUST
Supporting Young People from
Early Years to Employment

JOB DESCRIPTION:	Expert SENDCo
RESPONSIBLE TO:	Director of Inclusion and Vulnerabilities / Headteacher
RESPONSIBLE FOR	Teaching Assistants / Pastoral
JOB PURPOSE:	<p>The Expert SENDCo will provide strong, visionary leadership to ensure the provision of first-class teaching and learning opportunities for pupils with Special Educational Needs and Disabilities (SEND) and pupils with English as an Additional Language (EAL) across the QUEST (A Church of England Schools Trust) family of schools. The role holder will be responsible for developing and implementing an innovative, integrated, and coherent approach to teaching and learning that enables all pupils, including those with SEND and EAL, to achieve their full potential and make sound progress from their starting points. This position is crucial in upholding the Trust's commitment to inclusive education and supporting the diverse needs of the community.</p> <p>As an employee within QUEST, staff may be required to work at any school within the Trust or elsewhere to support.</p>
LIAISING WITH:	Senior school staff, teaching and support staff, LA, external agencies, parents/carers
DBS DISCLOSURE LEVEL	Enhanced
SALARY	Leadership 2 – 6

Professional Responsibilities

School Ethos

Work with colleagues in creating, inspiring and promoting excellence at all levels.

Uphold the culture and ethos of the Trust, ensuring school environments for teaching and learning that empower both staff and children to achieve their highest potential and be their best selves.

Attend and participate in events intrinsic to the daily life of the schools and Trust, celebrating success at every opportunity.

Actively support the Trust's policies relating to equality and diversity, inclusion and safeguarding, health and well-being, confidentiality and social networking.

Key Responsibilities and Duties

- To provide strong leadership that results in the provision of first-class teaching and

learning opportunities for pupils with Special Educational Needs/ and Disabilities and pupils with English as an additional language.

- To instigate and develop an innovative approach to the teaching of those pupils with Special Educational Needs / and Disabilities and pupils with English as an additional language, so that all pupils to achieve their potential.
- To work with subject and phase leaders to provide an integrated coherent approach to teaching and learning which ensures that all pupils make sound progress from their starting points.
- Through devolved leadership be accountable for:
 - The pastoral support provided for pupils and their families encountering difficult times or in times of crisis, including behaviour.
 - Promoting and maintaining positive behaviour, including the tracking of behaviour incidents and the interventions put into place to reduce the severity and/or number of incidents.
- To provide specialist inclusion expertise for the Senior Leadership Team and wider staff body which leads to outstanding teaching and learning, outstanding outcomes, and ensures the well-being of all pupils.
- To support community cohesion within the school and Trust.

Strategic Management

- Develop and implement the Trust and School's strategy for inclusion, so that it integrates with the major objectives of the school development plan and takes the provision forward to meet the targets set.
- In conjunction with the Director of SEND, Headteacher and Assistant Headteacher for Inclusion, set strategic targets for teaching and learning and outcomes for pupils with SEN&D and EAL.
- Develop and implement partnerships to support the inclusion offer, so that all pupils make sound progress from their starting points in terms of their learning, behaviour, attendance and personal well-being.
- Actively contribute to ensure all safeguarding procedures meet statutory requirements.
- Relentlessly champion the well-being and personal development of all pupils.
- Develop and implement partnerships to ensure that the above is achieved and that pupils receive the best possible care and support available.

Subject Management to include:

- Play a major role in school improvement and the school self-evaluation planning process.
- Ensure robust evaluation of school performance, progress data and actions to secure improvement comparable to national standards.

- Contribute to the development, implementation and monitoring of action plans and other policy developments and priorities.
- Work as part of the middle leadership team to monitor and evaluate the quality of teaching and learning taking place throughout the school, via a range of monitoring activities.
- Ensure that operational systems for SEND provision, EAL and behaviour are developed, implemented and working effectively.
- Work with the senior leadership team to raise standards through staff performance management.
- Set targets for pupil achievement for children with SEN&D and EAL routinely and for LAC and those subject to child protection procedures on request.
- Monitor and evaluate progress towards targets and intervene swiftly if pupils are at risk of failing to meet targets set.
- Ensuring that there is an effective assessment, recording and reporting system of pupil progress, prepare reports for the SLT and Trustees / Local Governing Body on a half termly basis, and on request when necessary.
- Be an expert practitioner in catering for children with SEN&D or for those for whom English is an additional language. Through the delivery of a range of continual professional development via Inset, staff training, joint planning, modelling of outstanding lessons and team teaching, influence the practice of colleagues to ensure outstanding provision and outcomes for these children.
- Lead on the transition from Statements of SEN to Education, Health and Care plans and subsequent application of EHCPs.
- Have an in-depth understanding of access arrangements for children across all year groups and be accountable for correct access arrangements being in place at statutory assessment points.
- Fulfil the duties and accountabilities of the Deputy Designated Safeguarding Lead, including for looked after children.
- When necessary, design personalised curriculums that meet the aims of the school and the needs of all pupils, ensuring that the resources required to teach are available for staff to utilise.
- Ensure that innovative and appropriate approaches to learning are made available to all pupils, paying particular attention to those who are deemed vulnerable, i.e., disadvantaged, SEN&D, EAL etc.
- Evaluate National and International initiatives to promote learning and incorporate appropriate elements into the school's SEN&D offer and provision for EAL pupils.
- Work with subject leaders to agree schemes of work, so that the curriculum for subjects are complementary and provide pupils with a broad understanding.
- Ensure that the statutory requirements of the National Curriculum are met.
- Evaluate the design and delivery of the curriculum for pupils with SEN&D and pupils with EAL; continuously striving to improve all aspects.

- Monitoring and evaluate the SEN&D and EAL offer in 'value for money' terms.
- Lead engagement with external agencies and the local authority regarding funding and provision for pupils with Statements of SEN or Education, Health and Care plans.
- Regularly monitor the external and internal learning environment and ensure appropriate ICT initiatives influence and improve learning for pupils and staff.
- Ensure that pupils have equality of opportunity and can work to their optimum.
- Lead by example when implementing and managing change initiatives.

Financial Management

- Set long term and short-term budgets for resourcing SEN&D and EAL appropriately and effectively.
- Monitor actual spend against forecast.
- Ensure that 'Best Value' principles are applied to all appropriate purchasing decisions.
- Evaluate use of financial resources to ensure that desired outcomes are met.
- Advise the CFO /Head of Business and Operations of potential additional funding and assist with the bidding process.
- Be accountable for the effective use of the SEN delegated and top-up budgets.

People Management

- Adopt a strong, caring and flexible leadership style so as to influence and motivate staff and pupils to achieve their objectives and those of the school.
- Create an environment of open-mindedness, fairness and harmony between groups and individuals.
- Working proactively with the Senior Leadership Team to create an open, valuable working relationship that thrives on using the knowledge and expertise of individuals and groups to produce optimal outcomes.
- Advise the Senior Leadership Team about the recruitment and retention of high-calibre staff.
- Implement 'Best Practice' performance management processes so as to provide a positive framework for staff development and achievement.
- Evaluate the staff development programme and liaise with the Senior Leadership Team to modify as appropriate.
- In conjunction with all staff, organise activities/processes that encourage team development (including parents and other stakeholders).
- Ensure all staff, including short and long-term temporary staff, receive an induction with your area of responsibility and fully understand all relevant policies and their implementation.
- Ensure that effective, caring policies concerning a broad range of pupil and staff

welfare matters are implemented.

- Provide overt support to staff to enable them to effectively implement the school policies and specifically inclusion related policies.
- Create an environment where there is visible acknowledgement that everyone's contribution is valued.

Developing and maintaining strong community links

- Develop initiatives to outreach to the community.
- Create and implement ways of actively involving parents in the learning process.
- Instigate, develop and maintain links with local businesses and outside agencies to enhance the learning experience for pupils.
- Network with other schools to share best practice.
- Facilitate a broad range of activities in conjunction with staff, pupils and the wider community to deepen and broaden learners' experiences.

General Duties:

- Provide appropriate, accurate and timely performance and assessment information to enable continuous evaluation of performance.
- Check that information required in-house and via external bodies is produced within the given time scale and is of excellent quality.
- To assist in the recording and monitoring of pupil progress, problems and development needs
- To be responsible for health and safety of self and others and adhere to the school health and safety policy and procedures.
- Attending training sessions.
- To undertake any other reasonable duties deemed necessary for the smooth running of the school.

Professional Development

QUEST (A Church of England Schools Trust) is committed to supporting the professional development of all its staff. As part of this role, you will have access to a range of training opportunities, both within the Trust and externally, to enhance your skills and knowledge. This may include attending workshops, participating in peer-to-peer learning, and accessing online resources.

Safeguarding

Safeguarding children and promoting their welfare is of paramount importance within QUEST (A Church of England Schools Trust). As an Early Years Practitioner/Educator, you will have a crucial role in ensuring the safety and well-being of the children in your care. This will include:

- Adhering to the Trust's safeguarding and child protection policies and procedures at all times
- Reporting any concerns about a child's safety or well-being to the designated safeguarding lead
- Participating in regular safeguarding training to keep your knowledge and understanding up to date
- Promoting a culture of vigilance and a safe environment for all pupils/students
- Implementing effective strategies to protect children from harm, including online safety
- Collaborating with other agencies, such as social services, to support the wider safeguarding of children

By prioritising safeguarding and child protection, you will contribute to the Trust's commitment to ensuring that all children within its schools feel safe, secure, and able to thrive.

Other duties

To be a positive role model at all times

To sign and uphold the Trust's Code of Conduct and ensure confidentiality is maintained at all times.

Maintaining a secure, healthy and risk free environment for students, staff and visitors.

Embrace and actively take part in CPD, fulfilling obligations to maintain and continue professional development in line with QUEST expectations.

To commit to the specified number of hours of professional development each year and have drive and passion to evolve and improve as a committed staff member.

Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities.

To participate in the staff professional development process in accordance with the Trust's policy and be responsible for self-motivation towards agreed targets.

The above has detailed the core aspects of teachers' professional standards and the approved career stage expectations and it is expected that staff will support, collaborate and celebrate all aspects of school and Trust life, and work at all times to ensure excellence for all.

The job description encompasses the above statements and is not necessarily a comprehensive definition. The post holder should be willing to undertake any other tasks that might reasonably require

QUEST is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.

Name _____

Signed _____

Date _____

Job Specification:

Expert SENDCo



QUEST TRUST
Supporting Young People from
Early Years to Employment

Attributes	Essential	Desirable	How Identified
Education and Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Relevant degree • National SENCo qualification • Evidence of further effective professional development. 	<ul style="list-style-type: none"> • Deputy Designated Safeguarding Lead Qualification • Designated LAC teacher training 	Application form
Experience of	<ul style="list-style-type: none"> • At least four years' experience of teaching. • Outstanding teacher • Proven track record of raising educational standards • Using data to set targets and raise standards • Experience of managing / leading a team • The monitoring and evaluation process • Applying for statutory assessment • Assessing pupils with SEN&D and EAL • Statutory testing and access arrangements • Working with Children's Services • Working with the Education Legal Intervention Team, or other local authority equivalent • Engaging difficult to reach families 	<ul style="list-style-type: none"> • Working in a school in challenging circumstances • Contributing to the SEF and SDP • Conducting performance management / appraisal 	Application form Appointment process
Knowledge and Understanding	<ul style="list-style-type: none"> • An excellent understanding of safeguarding and child protection. • An in-depth knowledge of the Code of Practice • Understanding of support available via the Access to Education Team or other Local Authority Equivalent 	<ul style="list-style-type: none"> • Inspections and OFSTED guidance • Policies and procedures for LAC children 	Application form Appointment process

	<ul style="list-style-type: none"> • Best practice in teaching pupils with EAL • Innovative and creative teaching and learning strategies to meet the needs of disadvantaged and vulnerable learners; 		
Personal Skills and Attributes	<ul style="list-style-type: none"> • The ability to lead and inspire others • An unwavering determination to succeed • High expectations • A sense of humour and collaborative approach to learning • Excellent communication and ICT skills <p>Is committed to:</p> <ul style="list-style-type: none"> • An outstanding education for all • Inclusion • Personalised learning for every child • Distributed leadership • CDP for self and others • Transparency, honesty and integrity <p>Is able to:</p> <ul style="list-style-type: none"> • Foster an open, fair and equitable culture • Think intuitively to pre-empt issues • Develop, empower and motivate others • Give and receive feedback to improve performance • Support others • Challenge others • Think strategically, build and communicate a coherent vision in a range of compelling ways 		<p>Application form</p> <p>Appointment process</p> <p>References</p>

	<ul style="list-style-type: none"> • Inspire, challenge and motivate others to carry the vision forward • Demonstrate personal enthusiasm for and commitment to the learning process • Access, analysis and interpret information • Acknowledge excellence and challenge poor performance across the school 		
Behaviour	<ul style="list-style-type: none"> • Child centred • Caring and calm • A can-do attitude • Solution focussed • Can work well under pressure • Resilient • Able to adapt quickly 		Appointment process References
Special Requirements	<ul style="list-style-type: none"> • In possession of Enhanced DBS • Excellent record of attendance and punctuality over the last three years. • Smart, professional appearance. • Legally entitled to work in the UK. 		Application form Appointment process References