



Astrea Academy Trust

LEARN, THRIVE, SUCCEED

# Role Profile

SENDCo with  
Teaching  
Commitments

Lower Meadow  
Primary Academy

## **ROLE SPECIFICATION**

|                                       |                                     |
|---------------------------------------|-------------------------------------|
| <b>Academy / Department</b>           | Lower Meadow Primary Academy        |
| <b>Post title</b>                     | SENDCo with Teaching Commitments    |
| <b>Responsible to</b>                 | Principal                           |
| <b>Full time Salary</b>               | MP1 – UP3<br>Plus TLR 2A £3,651     |
| <b>Pro-Rata Actual Salary</b>         | N/A                                 |
| <b>Pension</b>                        | Teachers' pension                   |
| <b>Working Pattern</b>                | Full Time 52 Weeks per year         |
| <b>Working Hours</b>                  | Monday – Friday 32.5 hours per week |
| <b>Line Management Responsibility</b> | Yes                                 |

## **ROLE SUMMARY**

The SENDCo is responsible for supporting the development, implementation and monitoring of the Special Educational Needs and Disabilities policy across our academy. The post holder will be expected to take a strategic lead in evaluating and developing the Special Educational Needs and Disability provision within the academy and ensuring that each pupil is positively encouraged, supported and challenged to make outstanding progress.

## **KEY RESPONSIBILITIES & DUTIES**

### **Effective Send Provision**

- ★ ★ Provide effective coordination and leadership of the Academy's Special Educational Needs and Disability provision
- ★ ★ To work with the Senior Leadership Team and the Trust to ensure academies are compliant with the SEND Code of Practice and the Equality Act (2010) by providing effective coordination and leadership of the academy's SEN provision
- ★ ★ Be responsible for the day-to-day operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- ★ ★ Advise on the deployment of the academy's delegated budget and other resources to ensure the needs of all pupils are met
- ★ ★ Ensure that an accurate SEND register is kept up to date by effective identification and monitoring of progress and development of all pupils
- ★ ★ Be responsible for the preparation of the annual SEND information report and the preparation of key reports to the governing body
- ★ ★ Reviewing and keeping up to date other documents relating to SEND, such as the Accessibility Plan and Equality Objectives
- ★ ★ Be responsible for ensuring that a child with SEND gets the right support at the right time by liaising effectively with staff across the academy. This includes being the lead on gathering the evidence for and requesting assessments for new EHCPs
- ★ ★ Ensure that pupils with SEND engage in the activities of the academy alongside pupils who do not have SEND

- ★ ★ Oversee the planning and production of Learning Plans and their dissemination to all relevant staff
- ★ ★ Coordinate and lead on annual reviews of EHCPs within statutory timescales
- ★ ★ Lead on the development and implementation of inclusive practice throughout the academy, including ensuring that appropriate training occurs where necessary
- ★ ★ Work with staff to ensure that Quality First Teaching occurs for all SEND pupils throughout the Academy and that staff are guided on the choice of appropriate teaching and learning methods to meet the needs of pupils
- ★ ★ Provide professional guidance to colleagues and work closely with staff, parents and other agencies. Advise on the graduated approach to providing SEND support
- ★ ★ Be aware of the provision in the Sheffield Local Offer and work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching
- ★ ★ Liaise with outside agencies, interpret and implement their recommendations to support pupil progress as necessary
- ★ ★ Liaise with the Designated Teacher where a Looked After Child or Post Looked After Child has – or may have – SEND
- ★ ★ Ensure that detailed records are kept for each SEND pupil charting progress made and support given, mapping their provision and their progress, across the key stages, in a way which is useful and accessible to other staff. This will need to be in line with GDPR regulations
- ★ ★ Coordinate meetings with parents as necessary
- ★ ★ Be responsible for the baseline assessment of new pupils and other means of identifying pupils with SEND
- ★ ★ Arrange the assessment of pupils as required from referrals or enquiries from staff or parents
- ★ ★ Work with the class teacher to ensure that access arrangements are applied for, in good time, and in place as required
- ★ ★ Ensure that for those pupils who are entitled to access arrangement in statutory assessments have access to this in day-to-day learning within the classroom
- ★ ★ To support and develop initiatives which improve standards of literacy and numeracy across the academy
- ★ ★ To work with the Pupil Premium Coordinator to ensure a cohesive approach to supporting SEND pupils who are also disadvantaged
- ★ ★ Teach an appropriate lesson load, as appropriate to skills and qualifications
- ★ ★ Work with individuals and small groups to deliver programmes to support learning, liaising with teachers and other staff as required
- ★ ★ Analyse data generated by academy assessments effectively to inform future pupil progress and strategies for such.
- ★ ★ Liaise with other areas of the academy to ensure this information is accurate and acted upon
- ★ ★ Liaise with the secondary schools to ensure an effective and smooth transition
- ★ ★ Liaise with potential next providers of education to ensure transfer of information and a smooth transition
- ★ ★ Undertake professional development as agreed with academy leaders
- ★ ★ To attend and contribute to termly Astrea SENDCo Cluster meetings and

- academy-based staff meetings, as required
- ★ ★ To maintain a high, visible presence around the academy to ensure that the highest standards of behaviour and site-usage are upheld
- ★ ★ Work with the Attendance Officer & Attendance Lead to identify those SEND pupils at risk of poor attendance and implement strategies to improve their attendance to ensure all pupils attendance is in line with the academy target
- ★ ★ Champion the academy's rewards system and ensure that pupils with SEND are recognised for their achievements and contributions to the life of the academy

### **Working with others and self-development**

- ★ ★ Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture
- ★ ★ Communicate and liaise with staff, pupils, parents, governors and members of the local community as appropriate
- ★ ★ Actively promote the academy and liaise with outside agencies as necessary, representing the academy as appropriate
- ★ ★ Build a professional and collaborative learning culture within the academy and actively engage with others to build effective learning communities
- ★ ★ Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- ★ ★ Demonstrate a commitment to Equality of Opportunity for all members of the academy's community
- ★ ★ Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- ★ ★ Regularly review own practice, set personal targets with the Principal, and take responsibility for own personal development by participating positively in arrangements made for performance management
- ★ ★ Manage own workload and support others to manage an appropriate work life balance
- ★ ★ To actively engage in projects and/or initiatives across the family of academies as and when directed by the Principal and/or CEO
- ★ ★ Provide INSET and training for staff, as required.

### **Supporting Teaching and Learning**

- ★ ★ Ensure a realistic consistent and continuous Academy-wide focus on pupil achievement, using data and benchmarks to monitor progress in every pupil's learning
- ★ ★ To ensure that learning is at the centre of a strategic planning and resource management
- ★ ★ Establish creative responsive and effective approaches to learning
- ★ ★ To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- ★ ★ Demonstrate and articulate high expectations and set realistic, obtainable targets for the whole Academy community
- ★ ★ Implement strategies which secure high standards of behaviour and attendance
- ★ ★ Determine, organise and implement a diverse and flexible curriculum and

- implement an effective assessment framework
- ★ Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils and staff
- ★ Monitor, evaluate and review classroom practice and promote improvement strategies
- ★ To challenge underperformance at all levels and ensure effective corrective action and follow

### **Working to manage the organisation**

- ★ Create an organisational structure which reflects our values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- ★ Produce and implement clear, evidence-based improvement plans and policies for the development of the department and its facilities
- ★ Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives
- ★ Manage our financial and human resources effectively and efficiently to achieve the educational goals and priorities
- ★ Recruit, retain and deploy staff appropriately and manage their workload to realistically achieve the vision and goals of the department
- ★ Implement successful performance management processes with all staff
- ★ Manage and organise the environment efficiently and effectively to ensure that it meet the needs of the curriculum and health and safety regulations
- ★ Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- ★ Use and integrate a range of technologies effectively and efficiently to manage the Academy
- ★ Comply with policies and procedures relating to the Code of Conduct, safeguarding, health and safety, security, confidentiality and data protection etc

### **Working to secure accountability**

- ★ Fulfil commitments arising from contractual accountability to the governing body
- ★ Develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- ★ Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- ★ Work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities
- ★ Develop and present a coherent, understandable and accurate account of the Academy's performance to a range of audiences including governors, parents and carers
- ★ Reflect on personal contribution to Academy achievements and to take account of feedback from others.

## Working to strengthen the community

- ★\* Act as a champion for the Academy within the community and build an ethos around an inclusive mainstream provision that encompasses the highest expectations from all
- ★\* Build an Academy culture and curriculum which takes account of the richness and diversity of our communities
- ★\* Create and promote positive strategies for challenging racial and other prejudices and dealing with racial harassment
- ★\* Ensure learning experiences for pupils are linked into and integrated with the wider community and to ensure that pupils have opportunities to take on leadership roles within the Academy and the wider community
- ★\* To ensure a range of community-based learning experiences
- ★\* Collaborate with other agencies, including other providers in the provision for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- ★\* Create and maintain an effective partnership with parents and carers to support and improve pupil achievement and personal development
- ★\* Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the Academy to enhance and enrich the work of the Academy and its value to the wider community
- ★\* Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other academies, schools and colleges promoting innovative initiatives
- ★\* Co-operate and work with relevant agencies to protect pupils.

## PERSON SPECIFICATION

|                                                                                                             | Essential | Desirable |
|-------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>Education and Training</b>                                                                               |           |           |
| Qualified Teacher Status                                                                                    | •         |           |
| Understands and values the processes of planning, monitoring and evaluation as an aid to raising standards. | •         |           |
| Evidence of participation in professional development or study                                              |           | •         |
| Commitment to ongoing and professional development                                                          | •         |           |
| Knowledge of the National Curriculum requirements                                                           | •         |           |
| National SENDCo Award (or willingness to work towards)                                                      | •         |           |
| <b>Experience</b>                                                                                           |           |           |
| Experience of working with pupils with SEND to achieve expected and better progress                         | •         |           |
| Experience of planning and implementing strategies which impact significantly on pupil progress             | •         |           |
| Evidence of developing coherent data tracking systems to support interventions and their evaluation         | •         |           |

|                                                                                          |   |  |
|------------------------------------------------------------------------------------------|---|--|
| Experience of working with outside agencies                                              | • |  |
| Experience of working across different key stages                                        | • |  |
| Experience of managing a team.                                                           | • |  |
| Successful teaching experience                                                           | • |  |
| Successful classroom experience in a primary setting.                                    | • |  |
| Displays excellent teaching skills with a range of strategies                            | • |  |
| Evidence of a commitment to self-improvement as a professional                           | • |  |
| <b>Knowledge</b>                                                                         |   |  |
| Clear knowledge of and commitment to Safeguarding                                        | • |  |
| A thorough understanding of current educational issues                                   | • |  |
| <b>Professional Skills</b>                                                               |   |  |
| Excellent classroom practitioner                                                         | • |  |
| Ability to relate to and motivates pupils                                                | • |  |
| Works well within and contributes to team development                                    | • |  |
| Ability to work under pressure and recognise and manage stress                           | • |  |
| Highly organised                                                                         | • |  |
| Good written and oral communication skills                                               | • |  |
| The ability to interpret statistics to support academy improvement                       | • |  |
| Enthusiasm and determination                                                             | • |  |
| Ability to establish and maintain good relationships with students, teachers and parents | • |  |
| Responds effectively to daily challenges                                                 | • |  |
| Ability to inspire the trust, confidence and respect of pupils, staff and the community. | • |  |
| <b>Personal Qualities</b>                                                                |   |  |
| Commitment to self-development and continual improvement                                 | • |  |
| Commitment to Diversity, Equity and Inclusion                                            | • |  |
| Inquisitive nature with sound problem solving skills, judgement and initiative           | • |  |
| Can-do attitude and solution focused approach with an ability to manage expectations     | • |  |
| Able to adapt to changing circumstances and new ideas                                    | • |  |
| High level of integrity with an ability to self-evaluate and reflect                     | • |  |

### **GENERAL RESPONSIBILITIES**

- ★\* Contribute to the overall aims of the Trust and Academy Improvement Plans.
- ★\* Commitment to continual learning and development of skills.
- ★\* Behave in a manner that is professional, friendly and fair demonstrating and role modelling politeness and respectfulness.
- ★\* Demonstrate an excellent record of attendance and punctuality.

- ★ ★ Be aware of and comply with Trust policies and procedures including but not exhaustive of:
  - Acceptable Use of IT Policy
  - Code of Conduct
  - Keeping Children Safe in Education (KCSIE 2024)
  - Child Protection and Safeguarding Policy
- ★ ★ Work cooperatively as part of the Trust wide staff team.
- ★ ★ This role profile is not exhaustive and undertaking other duties may be required.

### **THIRD PARTY CHECK**

Is this role subject to the following checks?

|                                                                                                |     |
|------------------------------------------------------------------------------------------------|-----|
| Disclosure Barring Service<br>Enhanced Check (DBS)                                             | Yes |
| Section 128 (S128) check                                                                       | No  |
| Is this role a Senior<br>Leadership Role with<br>management responsibility<br>for the academy? |     |

### **APPLICATION PROCESS**

Due to the Education sector requirements and that we must comply with Keeping Children Safe in Education (KCSIE) an application form must be completed. We are unable to accept a CV as form of application. We recognise that our application forms are comprehensive. If you have any difficulties completing, please do contact [recruitment@astreaacademytrust.org](mailto:recruitment@astreaacademytrust.org)