



WOODBIDGE HIGH SCHOOL

SENDCO

MPS/UPS + TLR 1c

JOB DESCRIPTION

Line Manager: Associate Assistant Headteacher (Director of SEND Provision)

Purpose: To support the Director of SEND Provision in providing for students with high needs, and to carry out the functions of a teacher at Woodbridge High School in accordance with the stated aims and objectives of the school and the department. These include the following list of duties and responsibilities and any other duties as may reasonably be expected.

Duties and Responsibilities

Strategic Leadership of SEND Provision:

1. Support the Director of SEND Provision to develop and lead the schools inclusion base provision.
2. Support in tracking and monitoring academic outcomes for students with SEND, liaising and intervening where necessary
3. Maintain training and knowledge of SEND and Inclusion matters, including supporting on leading on the implementation of new government initiatives relating to SEND
4. Work with the Director of SEND Provision to plan, lead and evaluate appropriate training with LSAs and teachers, including on specific SEND needs as well as general provision.
5. Support in the allocation of SEND funding as appropriate

Operational Management of SEND Provision:

6. Contribute to the maintenance and updating of the SEND Register in liaison with the SEND Team
7. Maintain student profiles of students with SEND, and Individual Education Plans, including maintaining the Provision Map software.
8. Act as operational SENDCO for specific year groups or key stages, as appropriate
9. Lead EHCP co-production, annual reviews and liaison with the LA SEND Team as necessary
10. Liaise with the LA and other stakeholders over SEND provision and placements
11. Liaise with parents and ensure appropriate advice, guidance and feedback is in place for them
12. Attend and contribute to appropriate meetings including High Needs Panel, Inclusion, Year Coordinator Link Meetings to promote the progress of SEND students
13. Lead inclusion briefings to promote the progress of SEND students
14. Complete home / offsite visits for SEND students not currently educated on site.
15. Monitor the implementation of SEND adaptations by teachers, and intervene and provide specialist advice as needed, including through observing students in lessons.
16. Line manage, deploy and support LSAs and SEND admin staff as necessary
17. Oversee and administer assessments as appropriate for students with SEND
18. Oversee SEND interventions as part of the the graduated approach

Consultations, Transition and Mid-Year Admissions:

19. Complete EHCP consultations and other local authority documentation as needed
20. Support in ensuring appropriate transition arrangements are in place for students joining the school
21. Liaise with Year Co-ordinators around transition and in-year admissions
22. Organise and lead school tours to support potential incoming SEND students
23. Supporting high needs students in making informed options choices including attending appropriate school events

Ensuring Academic Progress of Students with SEND:

24. Liaise with Year coordinators and Head of Department/TLR post holders at key assessment milestones to support students with SEND
25. Contribute to Exam Access Arrangements assessment and provision for students as necessary, including ensuring appropriate arrangements are in place
26. Assess, track, monitor and intervene with students whose foundational skills, including reading and (hand)writing are not yet at the level needed to access the curriculum
27. Support in the delivery of intervention programmes for students including reading intervention and phonics, as necessary
28. Report to appropriate audiences regarding the progress of students with SEND
29. Work with home tuition team/alternative provisions or other stakeholders in monitoring the provision for SEND students educated offsite

And also:

30. Teach KS3 and KS4 study support groups for SEND students as necessary
31. Keep up to date with developments in pedagogy and how they can be applied to learning in the SEND department
32. Carry out duties in the Core Job Description, including where necessary teaching a small teaching allocation as a mainstream classroom teacher

Applicants must hold the National Award for SEN Coordination (NASENCo) or NPQ for SENDCOs, or be willing to work towards it immediately with completion within the next year.

Applicants must be willing to work toward Exams Access Arrangements qualifications if not already held.

SENDCO

MPS/UPS + TLR 1c

SELECTION CRITERIA

E -Essential

D - Desirable

Education and Training

- Qualified teacher status - E
- NASENCO (National Award for SEN Co-ordination) or NPQ for SENDCO - D
- A willingness to work towards and complete the NASENCO or NPQ qualification, with the school's support - E
- Willing to work towards Exams Access Arrangements qualifications - E
- Evidence of further study or training, appropriate for the post - D

Experience

- Experience of being a teacher for at least two years - E
- Experience of teaching pupils with special educational needs in mainstream schools - E
- Experience of working in a multi-cultural, comprehensive school and a commitment to equal opportunities - E

Abilities

- The ability to think creatively about SEN support and develop and share strategies with the potential for long-term impact - E
- The ability to share inclusion strategies with colleagues - D
- The ability to work to and meet deadlines - E
- The ability to work in co-operation with others including colleagues from external agencies - E

Other requirements

- A clear vision of what constitutes best practice in working with students with learning needs and social, emotional and behavioural difficulties - E
- An understanding of current issues with regard to Inclusion - E
- An understanding of what constitutes best practice in terms of teaching and learning in relation to pupils with special educational needs, and the ability to share that vision with colleagues - D
- Knowledge, skills and understanding of a variety of intervention approaches and the ability to monitor and evaluate their effectiveness in relation to individual pupils - D
- The ability to help pupils develop new ways of thinking and strategies that will enable them to develop their self-esteem and long-term skills - D
- Excellent communication skills - E
- Excellent organisational skills - E
- An excellent record of health and attendance - D