

Job description: SENDCO

Location	St Mark's Academy, Acacia Road, Mitcham, CR4 1SF
Contract term	Permanent
Full time/term time	Full-time
Pay range	Teachers' Main Pay Scale / Upper Pay Scale (Inner London) £40,316 - £62,495 plus TLR2c £8,610
Reporting to	Director of Inclusion, SLT

Job purpose

- Develop and lead and manage the strategy, resources and practices required to meet the needs of pupils with SEND, and raise attainment for SEND pupils, enabling them to access educational opportunities at the Academy.
- Manage a team of Teaching Assistants and SEND Support colleagues, including delivering training and CPD across the Academy to develop all teachers as teachers of SEND.
- To undertake the full range of professional duties outlined in the School teachers pay and conditions document.

Main duties and responsibilities (SENDCo)

- Be an effective Head of Department, including managing a team of Teaching Assistant and SEND support colleagues, to ensure consistency and high quality SEND provision for all pupils.
- Have a clear understanding of the School Improvement Plan and work with the Leadership team to develop priorities for the SEND Department.
- Conduct a needs analysis of provision in the academy with a half-termly report.
- Provide training opportunities for Teaching Assistants regarding particular needs and how best to meet these needs.
- Supermodel best practice in inclusion across the academy and other schools in the Trust
- Identify resources to meet the needs of pupils and identify priorities for expenditure in collaboration with the other members of the leadership team.
- In tandem with the Quality Of Education team; conduct observations of teaching and learning across the academy, with a SEND focus.
- Ensuring all TAs are supported to transform their practice through instructional coaching using Steplab.
- Collate evidence for specific sections of the school's Self Evaluation Form and School Department Improvement Plan.
- Be designated teacher for children with medical needs; liaising with 0-19 team/hospital consultants.

- Ensure all staff understand how to identify pupils for concessions testing and build robust arrangements to offer provision for students during exams.
- Implement IEPs and one-page summaries, being responsible for supporting and measuring pupil progress against targets.
- Co-ordinate and attend Annual/Interim Reviews for students with EHCPs.
- Use data effectively to identify pupils who are seriously underachieving and where necessary create and implement effective plans of action to support those pupils.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- To develop curriculum resources to ensure that pupils identified on the SEN Register have the required levels of support.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3/KS4/KS5 and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.

Teaching & Learning

- Planning lessons, in the short, medium and long term, appropriate to all pupils to be taught, according to the academy's planning policy; taking a full part in joint planning where appropriate.
- Actively participate in our whole school instructional coaching programme, actively developing and improving your own and others' teaching through weekly evidence-informed feedback and deliberate practice
- Teaching planned lessons to assigned pupils according to their educational needs, ensuring that appropriate targets are set and achievement monitored to inform future planning.
- Setting and marking of work, differentiated appropriately, to be completed at the academy and at home where appropriate, ensuring that pupils are set challenging, but achievable targets and encouraged to excel.
- To use all available data produced by the Academy to inform the setting of appropriate targets and tracking pupils in their classes.
- Taking an active role in the delivery of high quality extra-curricular clubs across key stages 3 and 4. This will involve promoting clubs, delivering training sessions and liaising with local schools to arrange after school sporting fixtures.
- To use the academy's rewards and sanctions system effectively. To establish a learning culture within the classroom where children are positively supported and encouraged to do well in a climate of equal opportunity and security.
- To provide guidance and support to students in the assigned tutor group, liaising with the appropriate Progress Leader and Heads of Department where concerns arise.
- To provide support to students in the tutor or teaching group who are at risk of underachievement or who are experiencing difficulty to ensure that they have access to the correct support internally or externally, keeping a log of actions and support provided and following up referrals if necessary.
- Provide support and advice to parents and carers of pupils, building positive relationships to encourage their involvement in their child's education and provide feedback on children's progress.

- Monitor and record pupil progress according to the policy of the academy completing reports to parents as required by the Principal and Governors. Undertake other routine admin tasks when required.
- To deliver the national Curriculum using a variety of teaching styles and methods to stimulate interest and ensure full class participation, advising others and assisting in preparation of teaching materials where required.
- To assess and prepare students thoroughly for internal and external examination entry or other appropriate accreditation, including the provision of study skills advice.
- To check the attendance of all assigned students at classes according to the register and follow up any unauthorised absence for the teaching sessions for which they are responsible.
- To maintain good standards of classroom behaviour in the classroom and elsewhere encouraging positive behaviour and development of positive social skills. Ensure that uniform and behaviour policies are adhered to within teaching groups and the Church of England ethos of the academy is supported through actions.
- Ensure the Health & Safety and well-being of pupils in the classroom and elsewhere by assessing risks in planned and day-to-day activities and reducing any risks to an acceptable level.
- When appropriate, to direct the work of other staff or adults working in the classroom to ensure that they are fully briefed on their role and where possible involved in planning and evaluating the pupil achievements.
- To take an active part in meetings, where appropriate, making a positive contribution and supporting the academy policies and good practice i.e. in staff meetings, parents evening and training events.
- Any other activities, which reasonably match the level of responsibility for the post and are within the guidance given in the schoolteachers pay and conditions document and The Education (Specified Work and Registration) (England) Regulations 2003.

Other Responsibilities

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Treat all users of the school with courtesy and consideration
- Present a positive personal image, contributing to a welcoming school environment which support equal opportunities for all
- Comply with health and safety policies and procedures at all times and undertake risk assessments as appropriate.
- Promote and ensure the health and safety of pupils, staff & visitor (in accordance with appropriate health & safety legislation) at all times.
- To show a record of excellent attendance and punctuality.
- To adhere to the Academy's Dress Code & Staff Code of Conduct.



These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Person specification: SENDCo

Qualifications and training <i>Evidenced through: Application</i>	Essential	Desirable
Five good GCSE passes or equivalent	✓	
Degree Level Qualification	✓	
QTS or equivalent	✓	
Post graduate teaching qualification	✓	
Statutory Special Educational Needs and Disability Qualification (NASENCO/NPQSEND)	✓	
National Professional Qualification (NPQML/NPQSL)		✓
Relevant training and professional development in areas such as student wellbeing, SMSC, safeguarding, exams access arrangements, etc.		✓

Experience/employment record <i>Evidenced through: Application/Interview/References</i>	Essential	Desirable
Minimum of five years' experience of teaching KS3, KS4 and KS5 in an education setting.	✓	
Experience of working with young people and their families	✓	
Ability to work within the scope of statutory legislation, keeping up to date with relevant changes within SEND and education	✓	
Experience of managing complex EHCP case load	✓	
Working collaboratively, in partnership with external stakeholders	✓	
Evidence of effective line management to embed high quality SEND provision	✓	
Experience of working effectively as part of a team	✓	
The ability to use ICT effectively	✓	
Experience of working on a project or initiative with accountable outcomes	✓	

Knowledge of child protection procedures and protocols	✓	
An understanding of how to use assessment to inform planning for good teaching and learning	✓	
The ability to differentiate materials to meet the needs of learners	✓	
Evidence of pastoral experience	✓	
An interest in the wider curriculum	✓	
Evidence of good classroom management skills	✓	
Strategies for developing and strengthening the school's links with the community and other external partners (ref. ECM)		✓

Skills & attributes <i>Evidenced through: Application/ Interview/ References</i>	Essential	Desirable
The ability to make decisions based on understanding, analysis and interpretation of the facts	✓	
To be able to prioritise and manage time effectively	✓	
To maintain effective records and be able to write reports	✓	
The ability to run baseline assessment data with students and evaluate student progress	✓	
The ability to deliver training and CPD presentations	✓	

Personal qualities <i>Evidenced through: Application/ Interview/ References</i>	Essential	Desirable
Ability to build empathetic relationships with pupils, colleagues and teams around the child	✓	
Able to be assertive with a variety of groups – young people, staff, parents etc.	✓	
A willingness to learn and develop new skills	✓	
A desire to make a difference in young people's lives	✓	
A willingness to work proactively within the Christian ethos of the Academy	✓	



An excellent attendance and punctuality record	✓	
The ability to be resilient under pressure and to maintain a positive approach	✓	