

# Cardinal Griffin Catholic College

Part of St Gabriel the Archangel Catholic Multi-Academy Trust

## Director of SEND



Cardinal Griffin Catholic College is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

# CARDINAL GRIFFIN CATHOLIC COLLEGE

## JOB DESCRIPTION – Director of SEND

Post Title	Grade	Date
Director of SEND	Indicative Salary Range (ISR) Leadership Scale	September 2025

**Responsible to:** The Principal

**Responsible for:**

The Director of SEND, under the direction of the Principal, will:

- determine the strategic development of special educational needs (SEN) policy and provision in the school;
- 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;
- provide professional guidance to colleagues, working closely with staff, parents and other agencies;
- the Director of Send will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

While the Director of Send will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

### Duties and responsibilities

#### Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Implement fully the SEND Code of Practice for students with special educational needs and disabilities.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEND policy is put into practice and its objectives are reflected in the SEND IP
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

#### Operation of the SEN policy and co-ordination of provision

- Complete the national qualification for SENDco
- Maintain an accurate SEND register and provision map

- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Ensure all students have a regularly reviewed learning passport specific to their needs.
- 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
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

### **Support for pupils with SEN or a disability**

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Secure links within the school's behavioural system to secure early support.
- Review of the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability

### **Leadership and management**

- Work with the principal and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Secure high-quality outcomes in line with non SEND peers
- Contribute to the SIP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff to provide CPD and improve the quality of provision over time.
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis
- Secure high quality Teaching and Learning of all pupils with SEND

## **Safeguarding**

- Train as a DDSL as part of the role of SENCo
- Liaise and collaborate with the designated safeguarding lead (DSL) and safeguarding team on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges
- To work with parents and carers to ensure exceptional communication.
- Secure exceptional quality communication.

## **Other areas of responsibility**

- Play an active role in the Senior Leadership Team

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

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 Director of Send will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal.

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# Director of SEND Person Specification



Category	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree</li> <li>• National Award for SEN Co-ordination, or a willingness to work towards completing it within 3 years of appointment</li> </ul>	<ul style="list-style-type: none"> <li>• Postgraduate level qualification</li> <li>• NPQH award or Leadership Pathways certification</li> <li>• English or Literacy based qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working as SENco</li> <li>• Successful experience of leading one or more subject areas</li> <li>• Experience of working at a whole-school level</li> <li>• Experience of conducting training/leading INSET</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching experience in at least 2 of the 3 key stages: KS3, KS4 and post 16</li> <li>• Curriculum leadership in one or more core subjects</li> <li>• Experience of teaching in more than one school</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development</li> <li>• Safeguarding and Child protection training</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with other schools/organisations /agencies</li> <li>• Experience of leading/co-ordinating professional development opportunities</li> <li>• Ability to identify own learning needs and to support others in identifying their learning needs</li> </ul>
<b>Strategic Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to articulate and share a vision of secondary education within the context of the mission of a Catholic school</li> <li>• Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of Catholic education</li> <li>• Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement</li> <li>• Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</li> <li>• Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils</li> <li>• Understanding of and commitment to promoting and safeguarding the welfare of pupils'</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the role of the 'governing body' in a Catholic voluntary aided school or academy</li> <li>• Evidence of having successfully translated vision into reality at whole-school level</li> </ul>

Category	Essential	Desirable
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• A secure understanding of the requirements of the National Curriculum</li> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</li> <li>• Secure knowledge of statutory requirements relating to the curriculum and assessment</li> <li>• Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>• Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management</li> </ul>
<b>Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>• Experience of working in and leading staff teams</li> <li>• Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>• Experience of performance management and supporting the continuing professional development of colleagues</li> </ul>	
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Sound knowledge of the SEND Code of Practice</li> <li>• Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>• Ability to plan and evaluate interventions</li> <li>• Data analysis skills and the ability to use data to inform provision planning</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to build effective working relationships</li> <li>• Ability to influence and negotiate</li> <li>• Good record-keeping skills</li> <li>• Add any other skills and knowledge needed</li> </ul>	
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</li> <li>• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> </ul>	

Notes: This job description may be amended at any time in consultation with the postholder.