



## **JOB DESCRIPTION & PERSON SPECIFICATION Leader of SEND**

**Job Title :** Leader of SEND, Location : Wellspring Academy Trust, Grimsby

**Grade :** L1 – L5

### **1. PURPOSE OF THE JOB**

The Leader of SEND will work alongside the Executive Leadership Team to support the implementation of key development areas of SEMH/SEND. The Leader of SEND will be responsible for SEND provision, intervention and support for pupils and will work with the wider leadership team to ensure high quality teaching and learning across the school. This role may include a small teaching commitment and some elements of cover when required.

### **2. IN RELATION TO THE STATUTORY REQUIREMENTS**

The appointment is subject to the current conditions for Teachers in Schools contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

### **3. DUTIES AND RESPONSIBILITIES**

To play a major role in assisting the Head of Centre to:

- Support staff in understanding the needs of SEND pupils and how to meet them effectively through observations of pupils, strategy planning and high quality CPD
- Supporting staff with the development of individual plans to meet the needs of pupils
- Lead the development and implementation of SEND policy and objectives to develop SEND within the School Development Plan
- Monitoring the quality of support and progress of pupils
- Liaising with staff, parents, external agencies and other schools to co-ordinate support for SEND pupils, including those pupils on intervention placements
- To write applications for EHC assessments for identified pupils
- Liaise with SEND caseworkers and other outside agencies to secure appropriate ongoing provision for pupils with SEND
- Co-ordinate and chair annual reviews for pupils with EHCPs
- Line manage staff (as appropriate) who have direct responsibility for pupils with SEND. This may also include performance management.
- To develop and implement teaching and learning initiatives and ensure quality first teaching across the school.
- To contribute to the induction, support and CPD of all newly appointed teachers and TAs including those on the initial teacher training programme
- To support all staff to be their most effective

## **Shaping the future**

- Ensure the vision for the Academy is clearly articulated, shared, understood and acted upon effectively by all
- Motivate and work with others to create a shared culture and positive climate
- Work with individual staff and teams to translate the Academy vision into agreed objectives and operational plans which will promote and sustain Academy improvement
- Support the vision, ethos and policies of the Academy and promote high levels of achievement throughout the Academy.
- Actively support the Executive Principal, Executive Vice Principals, Governors and staff in the promotion and achievement of the aims and objectives of the Academy.
- As a member of the Academy leadership team, be involved in the planning, monitoring, evaluation and development of the Academy curriculum through the Academy Improvement Plan.
- Support all staff in achieving the priorities and targets the Academy sets and monitor the progress towards meeting them
- Contribute to the Academy's organisation and overall strategy of the Academy through Leadership and Senior Leadership Team meetings.

## **Leading teaching and learning**

- Contribute to the literacy and mathematics curriculums within their setting
- Be a good role model to all staff within the Academy and reflect a high level of professional competence in their teaching.
- Ensure that all pupils within the Academy have access to a broad, balanced, relevant, challenging and highly differentiated curriculum
- Support the Executive Principal and Leadership Team in determining, organising and implementing the curriculum and its assessment; monitor and evaluate them in order to identify and act on areas for improvement
- Facilitate collaborative working within and across settings between class teachers, learning teams and colleagues from other services, e.g. Educational Psychologists, Speech Therapists
- Take responsibility for implementing assessment, recording and reporting policy across their setting
- Ensure that all individual PEPs are successfully implemented and reviewed
- Be responsible for developing stimulating and challenging learning environments which secure effective learning and provides high standards of achievement, behaviour and discipline
- Ensure there are efficient and effective systems within their setting to support end of Key Stage statutory reporting and examination protocols
- As part of the leadership team, monitor, evaluate and review classroom practice and manage improvement strategies
- Analyse and interpret Academy data to inform classroom practice across the Academy
- Organise, monitor and evaluate the range of intervention strategies employed throughout the Academy setting ensuring that resources are targeted correctly towards those pupils requiring additional support

- Contribute to monitoring the quality of teaching and children's achievements across the whole Academy including the analysis of performance data, in partnership with the Executive Principal and other members of the leadership team
- Act as role model for others through the setting of high personal standards of classroom practice in order to develop a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement, behaviour and discipline

#### **Developing self and working with others**

- Manage positive working relationships with all staff
- Motivate and challenge all staff to maintain high expectations of behaviours
- Support the implementation of Academy procedures for staff induction, professional development and performance review

#### **Managing the organisation**

- Deploy staff appropriately on a day to day basis within their setting under the guidance of the Assistant Principal or in their absence.
- Ensure that policies and practices take account of national and local policies and initiatives
- Contribute to managing the Academy environment to ensure that the Academy meets all health and safety regulations
- Support the self-evaluation process utilising a range of tasks to promote thorough self-review
- Be involved in the implementation of Performance Management of colleagues and integrate this into their professional development
- In partnership with the Executive Principal and Executive Vice Principals; organise, monitor and evaluate the work of those members of staff responsible for implementing intervention strategies across the Academy
- Ensure staff are well informed of all aspects of Academy life in order to promote good communication and high morale. Encourage the practice of working as a team
- Show commitment to the development extra-curricular activities of the Academy
- Assist the Executive Principal and Executive Vice Principals in maintaining and developing a positive and constructive partnership with parents and the local community

#### **Securing accountability**

- Contribute to managing staff roles and ensure that responsibilities are clearly defined, understood and agreed
- Provide information for the Executive Principal and Executive Vice Principals or Local Governing Body to enable them to meet their statutory responsibilities
- Present the Academy's performance and other Academy initiatives to a range of audiences; parents, Governors, Academy Leadership team and other external agencies

#### **Strengthening the community**

- Work with other agencies to ensure learning experiences and opportunities for pupils are integrated into the wider community

- Contribute to managing to developing the reputation of the Academy with the outside community
- Create and maintain partnerships with parents and carers to support and improve pupils' achievement and personal development

### **Safeguarding**

- Ensure that the child protection policies and procedures adopted by the governing body are fully implemented and followed by all staff
- Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively

### **Efficient and effective deployment of resources**

- Co-ordinate aspects of Academy improvement
- Contribute to team meetings on a regular basis
- Ensure that they remain up to date on developments and issues with regard to the management and curriculum of the Academy Executive Vice Principal in the co-ordination of the in-house INSET programme
- Contribute to work with the Executive Principal and Executive Vice Principals in establishing priorities for expenditure for the Academy, and in monitoring the effectiveness of spending and usage of resources
- Take on any additional responsibilities that might from time to time be determined by the Head of Centre

### **Accountability**

- Responsible to the Executive Principal, Executive Vice Principals, Assistant Principal, Head of Centre.
- Contribute to the direction of learning support staff, students and volunteer helpers within their setting

| <b>SENDCo PERSON SPECIFICATION</b>  | <b>Essential / Desirable</b> | <b>How Identified Application/Selection Process/Interview</b> |
|---|------------------------------|---|
| <b>Leadership and management</b>  |                              |   |
| Ability to build effective relationships with staff, parents, governors and other agencies                                | E                            | APP / SP  |
| Ability to line manage staff  | E                            | APP / SP  |
| Ability to make and implement difficult decisions   | D                            | I   |
|   |                              |   |
| <b>Shaping the future</b>   |                              |   |
| Implements an improvement plan across a key stage area or classroom, identifying the priorities and evaluating the impact | E                            | I   |
| Works with and motivates teams and individuals to implement changes across the school                                     | E                            | APP / SP  |
|   |                              |   |
| <b>Leading Teaching and learning</b>  |                              |   |
| Knowledge of leading and designing curriculum   | E                            | APP / SP  |
| Being an outstanding teacher – by national standards  | E                            | I   |
| Knowledge of using data to monitor pupil progress   | E                            | APP / SP  |
| Knowledge of assessment tools to monitor teaching and learning  | E                            | APP / SP  |
| Ability to identify effective interventions to ensure pupils maintain good progress                                       | E                            | APP / SP  |
| Ability to identify excellent classroom practice to enable teachers to improve, through effective feedback                | E                            | APP / SP  |
|   |                              |   |
| <b>Developing self and working with others</b>  |                              |   |
| Regularly reviews own practice and continually participates in quality CPD  | E                            | APP / SP  |
| Uses CPD to motivate, enthuse and develop staff   | E                            | APP / SP  |
| Ability to plan and allocate work effectively   | E                            | I   |
| Ability to coach and mentor staff   | E                            | APP / SP  |
|   |                              |   |

|   |   |          |
|---|---|----------|
| <b>Managing the organisation</b>  |   |          |
| Contributes to managing the school's environment in line with health and safety regulations | D | APP / SP |
|   |   |          |
| <b>Securing accountability</b>  |   |          |
| Holds people to account for what they have agreed to deliver                                | E | APP / SP |
| Provides performance data to parents and governors  | D | APP / SP |
|   |   |          |
| <b>Strengthening the community</b>  |   |          |
| Builds relationships with community groups, outside agencies and other schools              | D | APP / SP |
| Promotes the school   | D | APP / SP |
| Works with parents and carers to improve pupil achievement                                  | E | APP / SP |
|   |   |          |
| <b>Child protection</b>   |   |          |
| Is aware and able to manage effective safeguarding policies and procedures                  | E | APP / SP |
| Ability to deal with sensitive issues in a supportive and effective manner                  | E | I        |
|   |   |          |
| <b>Qualifications and training</b>  |   |          |
| Qualified Teacher Status or other similar educational qualification                         | E | APP / SP |
| National Award for SEND qualification (or be working towards)                               | E | APP / SP |
| A further degree or management qualification related to education                           | D | APP / SP |
| Commitment to undertake or qualification in leadership training programme                   | D | APP / SP |

|   |   |    |
|---|---|----|
| <b>Personal qualities and attributes</b>  |   |    |
| Moral purpose (Equality, ethical, diversity - children and adults treated with respect) | E | SP |
| Excellent communicator (Listening, putting a message across)                            | E | SP |
| Child centred   | E | SP |
| Resilient   | E | SP |
| Integrity   | E | SP |
| Self-motivated and able to motivate others  | E | SP |
| Enjoys challenge  | E | SP |
| Works to deadlines  | E | SP |
| Enthusiastic and optimistic   | E | SP |
| Excellent problem solving/analytical skills   | E | SP |
| Self-awareness, knowledge of strengths and limitations                                  | E | SP |