



**SCALE** Main Teacher Scale + SEN point

**RESPONSIBLE TO** Head of School

## PURPOSE

- To work as part of an SEND team with current SENDCO and SEND admin (to be recruited) to manage and oversee SEND across the setting.
- To provide support for class teachers with children with SEND with some teaching commitment
- To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs.
- Be consistent in the delivery of all the School policies and practices
- Managing, developing and maintaining high-quality SEND provision
- Observing pupils in the classroom, to coach and train colleagues
- Keeping all paperwork including records and policies, up to date and actioned, as appropriate
- Meet with parents to support SEND and pupils' healthcare
- To monitor the quality of SEND support delivered both by teachers and support staff
- To support and maintain the SEND register of pupils
- To ensure that awareness of SEND issues is maintained across all of the teaching staff
- Be a role model for pupils through personal presentation and professional conduct
- Perform particular duties in accordance with school procedures to ensure pupil safety
- Model a determination to succeed and a positive attitude to your work

## Areas of responsibility and key tasks:

Strategic direction and development of SEND Provision in the School (with the support of, and under the direction of the Head of School, Trust Strategic Inclusion Manager and Executive Head Teacher)

- Exercise a key role in assisting colleagues with the strategic development of SEND policy / provision;
- Support all staff in understanding the needs of SEND pupils and ensure the objectives to develop SEND are reflected in the school development plan;
- Monitor progress of objectives and targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements;
- Analyse and interpret relevant school, local and national data and advise colleagues on the level of resources required to maximise achievement;
- Liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure continuity of provision.

## Teaching and Learning



- Support the identification of and disseminate the most effective teaching approaches for pupils with SEND;
- Work with colleagues to develop effective ways of bridging barriers to learning through
  - assessment of needs
  - monitoring of teaching quality and pupil achievement
  - target setting, including MSPs
  - developing a recording system for progress

Collect and interpret specialist assessment data to inform practice;

Undertake day-to-day coordination of SEND pupils' provisions through close liaison with staff, parents and external agencies;

Work with colleagues to ensure all pupils learning is of equal importance and that there are realistic expectations of pupils;

Consider the range of teaching strategies / equipment that could be utilised for pupils requiring specialist provision;

#### **Leading and Managing**

- Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings;
- Contribute to the appraisal process for identified staff;
- Advise on and contribute to the professional development of staff, including whole school INSET provision;
- Provide regular information to relevant members of SLT within school and trust wide on the evaluation of SEND provision and the impact on improving outcomes.

#### **Monitoring, Assessment, Planning and Tracking**

- To assist in the identification of pupils' Special Educational Needs through observation in the classroom, individual screening and assessment of reports
- To oversee the writing and regular review and updating of My Support Plans
- To liaise with external agencies in regard to particular pupils to ensure that the school is providing appropriate support for the child
- To liaise with classroom teachers concerning the needs and progress of individual pupils and to provide advice as appropriate about teaching strategies to assist particular pupils
- To interpret the recommendations of Educational Psychologist, Occupational Therapist and other professional reports and disseminate them so that they are effectively implemented in the classroom
- To use data generated by school assessments effectively to inform future pupil progress

#### **Communication and Reporting**

- To write reports for parents on the pupils receiving specific teaching

- To liaise with parents and carers concerning pupil progress and concerns, and concerning updates to the MSPs, and to be proactive in communication about these issues
- To make recommendations to parents concerning the use of external agencies for identifying SEND

### **Professional Knowledge and Development**

- To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and of the school's curriculum and policies
- To participate in INSET provided by the School and where appropriate to lead INSET/ twilights/ staff meetings on SEND issues
- To ensure that the School's Health and Safety Policy is followed

### **Other professional requirements**

- Support annual reviews and attend / chair when necessary;
- Liaise with other school SENDCOs as required.

### **Special Educational Needs Co-ordinator (SENDCO) Person Specification**

	<b>Essential</b>	<b>Desirable</b>
<b>Knowledge</b>	<b>Job Requirements</b>	
Qualifications / Training	<ul style="list-style-type: none"> <li>• A degree or equivalent higher degree qualification, postgraduate courses</li> <li>• QTS status</li> <li>• Hold the National Award for SEN Coordination (NASENCO)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of on-going professional development; attendance on courses, INSET, action research personnel study</li> </ul>

Experience	<ul style="list-style-type: none"> <li>• At least 4 years' experience as a class teacher with secure judgements of good and outstanding teaching</li> <li>• Prior experience related to SENDCo role</li> <li>• Experience of successful leadership and management within a school or other educational setting including target setting and monitoring the quality of provision</li> <li>• Knowledge of relevant legislation - in particular of the SEND Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with EHCPs as well as those without</li> <li>• Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the school's resources and the individual child</li> <li>• Knowledge of current educational issues and their relationship to inclusion, behaviour support and SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading on developing provision of more able children</li> <li>• Experience of inter-agency work</li> </ul>
Ability / Skills	<ul style="list-style-type: none"> <li>• Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school</li> <li>• Excellent written and oral communication skills</li> <li>• Excellent presentation and interpersonal skills</li> <li>• Excellent time and task management skills</li> </ul>	

	<ul style="list-style-type: none"> <li>• Ability to work under pressure and to deadlines</li> <li>• Ability to work as part of a team and share responsibility for SEND register</li> <li>• Ability to use data effectively in setting targets</li> </ul>	
Special Requirements	<ul style="list-style-type: none"> <li>• An Disclosure Barring Service Check (criminal record check) will be requested in the event of a successful applicant</li> </ul>	

This job description sets out the duties of the post at the time it was published. The hours and the job description may be modified depending on the needs of the Academy Trust. The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post. The priorities for each year will be reviewed against this job description annually through performance management meetings

Please note that we are committed to safeguarding and promoting the welfare of our pupils and expect all those who work with us to share this commitment. Successful applicants will need to undertake a DBS Enhanced Clearance check (Disclosure and Barring Service). We give high priority to promoting diversity throughout the school.

*'Pennine Academies Yorkshire is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'*