



JOB DESCRIPTION

Job Title: SENDCO

Salary: L1 - L6

Responsible to: Principal

Purpose of Job:

To lead inclusion and the SEND provision in the academy, under the direction of the Principal of the Academy and in accordance with the aims and objectives of Resilience Multi Academy Trust, to raise standards of student engagement, attainment and achievement. To effectively evaluate the academy's SEND provision and strategically plan for its future development in-line with the Trust's vision. To manage the support team within the SEND provision and promote a person-centred, inclusive, practice in which the interests and needs of pupils with SEN and/or disabilities are at the heart of all actions. This is conducted in line with the SEND Policy and the SEND Code of Practice: 0-25.

Duties and responsibilities:

- To have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
- To ensure that the academy upholds its duties and complies with legislation according to the SEN Code of Practice.
- To be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that children with SEN receive appropriate support and high quality teaching, make at least good progress and achieve good outcomes.
- To provide the strategic leadership in agreement with the Principal, for inclusion provision in accordance with the aims and objectives of the academy.
- To be accountable for the attainment and progress of SEND and LAC students in the academy.
- To be accountable for developing inclusive learning strategies that complement the Trust's Positive Discipline Policy and promotes a vibrant learning environment throughout the academy.
- To lead the academy's strategies for supporting students with medical needs to ensure full integration into the academy.
- Working in partnership with leaders by supporting and developing intervention strategies and evaluation of their impact on the day-to-day running of the academy.
- To be accountable for the development of effective partnerships with all Children's Services.
- To lead on the strategic development of student welfare and inclusion services in the academy.
- To be accountable for the implementation and efficacy of all policies and procedures needed to achieve these aims and objectives.

- To be responsible for the management of resources to ensure that the aims and objectives can be achieved.
- To link with the other leaders to ensure that the academy's inclusive education provision fully reflects the Trust's ethos.
- To be a Designated Safeguarding Lead, acting as point of advice and referral where necessary.
- To ensure Health and Safety practices for SEND students, including risk assessments, are robust and in line with Trust policy.
- To ensure the maintenance of accurate and up-to-date information concerning the SEND Students on the relevant MIS and databases.
- To evaluate the performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken.
- To produce robust reports to all stakeholders.
- To actively monitor and respond to inclusion initiatives at national, regional and local levels
- Keep up to date with national developments regarding SEND, teaching practice/methodology and leadership initiatives
- Keep up to date with developments in the use of comparative data
- Monitor and evaluate performances against school, local and national performance indicators
- Make key links with external professionals such as Local Authority SEND teams, Educational Psychologists and Cluster support
- Be an outstanding classroom practitioner with an excellent understanding of planning and assessment techniques;

Curriculum provision and quality assurance:

- To ensure that the SEND department provides a range of teaching that is relevant and effective in raising attainment.
- To lead the development of both curriculum and processes within the area and across the academy.
- To identify the demands of the curriculum and to advise on and aid the development of strategies and personalised activities that can be used across the academy.
- To lead curriculum development for the whole inclusion provision e.g. alternative curriculum pathways.
- To establish a robust target-setting process for students under the care of the SEND team.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- To lead on the effective provision of inclusive education, including the CPD of all staff; developing and enhancing the teaching practice of all colleagues, implementing improvements where required.
- To establish common standards of practice within the area and develop the effectiveness of teaching and learning styles.
- To conduct 'learning walks' and other learning evaluation strategies in accordance with academy policy.
- To regularly review teaching methods and programmes of intervention to ensure that they remain effective responses to the needs of the students.
- To regularly review student progress and to liaise with teachers and teaching assistants to ensure that provision is relevant and appropriate.
- To liaise with other professionals to ensure that the academy's provision is moderated appropriately.

Line management and communication:

- To work with academy Line Managers to ensure that staff development needs in the field of SEND are identified and that appropriate programmes are designed to meet such needs.
- To be responsible for the effective deployment of SEND staff to comply with legal requirements and to ensure that the needs of identified students are met.
- To undertake Individual Self Evaluation Form (ISEF) reviews with identified staff.
- To participate in the interview process when required and to ensure effective induction of new staff in line with academy procedures.
- To be responsible for the efficient and effective deployment of relevant learning support staff.
- To ensure that all team members are familiar with the aims and objectives of the SEND team.
- To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders.
- To liaise with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies.
- To represent the academy's views and interests in a professional manner.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To be responsible for the line management of staff within the SEND Team, ensuring that they follow academy policies and meet all requirements and deadlines.
- Establish SEND networks across the MAT for SENDCOs and support staff.
- To make appropriate arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff where appropriate.

Any Special Conditions of Service:

- There is a requirement to submit to an enhanced Disclosure and Barring Service (DBS) check.
- There is a requirement to travel to all sites across the Trust when deemed necessary to fulfil the role.
- There may be a need to work outside of school hours and off Trust premises, as required by the Trust.
- No smoking policy.
- Any other duties as directed by CEO commensurate with post.
- To participate in professional and personal development programmes as required, including training and performance management review.
- To contribute to the overall ethos/work/aims of the academy.
- To represent the Trust's views and interests in a professional manner.
- To support the Trust's Equality and Diversity Policy.

This job description is based on the SEND Code of Practice and must be read in conjunction with the generic job description for a classroom teacher.

PERSON SPECIFICATION

Job Title: SENDCO

Salary: L1 – 6

This person specification is based on the SEND Code of Practice and must be read in conjunction with the generic person specification for a classroom teacher.

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

Essential Criteria	How Identified	Desirable Criteria	How Identified
<p>Qualifications</p> <p>Achieved or currently undertaking Master’s-level National Award for Special Educational Needs Co-ordinator</p> <p>Qualified Teacher Status</p> <p>Designated Safeguarding Lead Training OR working towards becoming DSL trained</p>	<p>Application form, certificates and selection process</p> <p>Application form, certificates and selection process</p> <p>Application form, references and selection process</p>	<p>JCQ Examination Access Arrangements Training</p> <p>First Aid Qualification</p>	<p>Application form, certificates and selection process</p> <p>Application form, certificates and selection process</p>
<p>Knowledge and skills</p> <p>Outstanding classroom practitioner</p> <p>Sound understanding of the SEND Code of Practice and relevant legislation</p> <p>The ability to apply research to professional situations, both practical and theoretical</p> <p>Knowledge of current curriculum developments in</p>	<p>Application form, references and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection</p>	<p>To be able to contribute to the academy’s wider enrichment programme</p>	<p>Application form and selection process</p>

<p>subject and their implications</p> <p>Exceptional levels of literacy and the skills to disseminate this knowledge to others</p> <p>Proven ability to use intervention strategies to raise attainment of learners</p> <p>Ability to inspire and motivate others</p> <p>Ability to use data to track and monitor student learning and achievement</p> <p>Interactive use of IT systems for teaching and learning</p> <p>Ability to use initiative and take responsibility</p> <p>Ability to solve problems in creative and innovative ways</p> <p>Ability to make decisions in challenging situations based on thorough analysis and sound judgement</p> <p>A commitment to independent learning and CPD</p> <p>Ability to communicate effectively, with colleagues and a wider audience, in a variety of media.</p> <p>Evidence of regular, relevant and recent professional development at an appropriate level.</p>	<p>process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p>		
<p>Experience</p> <p>Several years' experience working within, and good understanding of Special Educational Needs</p>	<p>Application form, references and selection process</p>	<p>Evidence of leading highly successful and aspirational Special Educational Needs events</p>	<p>Application form and selection process</p>

<p>Excellent record of student performance in public examinations</p> <p>Experience of Middle Leadership</p> <p>Proven track record in raising standards and achievement within SEND</p> <p>Record of contribution to whole school strategies</p> <p>Experience of supporting students with SEMH and medical needs</p>	<p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p>	<p>Experience of working in a Secondary School</p>	<p>Application form and selection process</p>
<p>Personal Competencies and qualities</p> <p>A passion for education and making a difference</p> <p>Excellent communicator</p> <p>Effective team leader / member</p> <p>Drive, determination and resilience</p> <p>Ability to lead the development of others within the area of Special Educational Needs</p> <p>The ability to forge effective relationships that aid the progression of the department</p> <p>Demonstration of leadership qualities and ability to gain confidence and respect from team members</p>	<p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p> <p>Application form and selection process</p>		

	process		
Other conditions			
Enhanced DBS Check			
Satisfactory References			
Pre-employment Health Check			
The means to travel across all sites			