



JOB DESCRIPTION

SENDCO

Responsible to: The Vice Principal for Pastoral and SEND
Responsible for: Teachers and Support Staff in the Learning Support Department

Salary Range: MPS/UPS and TLR1

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. It is also expected that the role will develop, working to specific strengths of the successful candidate.

Job purpose

- To support the delivery of the College's vision, mission and policies
- To lead and manage the learning support department so that students with SEND receive the support they are entitled to and that enables them to thrive and make excellent progress
- To work with senior and middle leaders on SEND provision across the whole school, ensuring that high quality teaching and provision in all subject areas ensures that students with SEND make excellent progress

Responsibilities:

Leadership and Management of SEND across the whole school

1. To work with the Vice Principal for Pastoral and SEND to create and deliver the College's SEND strategy, policies, and annual improvement plans
2. To work with the Vice Principal for Curriculum to ensure that curriculum plans adequately consider and plan for students with SEND
3. To work with the Vice Principal for Curriculum on Quality Assurance initiatives across the college, to monitor the effectiveness of whole school provision for students with SEND
4. To work with senior and middle leaders across the college to ensure that students with SEND receive appropriate support in all departments, including leading CPD and induction sessions for teachers and support staff
5. To work with the exams administration team to ensure that all students with SEND have appropriate access arrangements in place that support their achievement
6. To support and challenge teaching staff to ensure high quality learning experiences for students with SEND
7. To keep up to date with national and local developments, research and best practice in supporting students with SEND

Leadership and Management of the Learning Support Department

1. To oversee the day to day operation of the learning support department
2. To line manage staff in the Learning Support department, including doing regular observations, mentoring, annual appraisals and performance management
3. To ensure that Learning Support staff are deployed effectively to support all students with SEND
4. To lead all relevant meetings in the Learning Support department, and to ensure that the department contributes effectively to other meetings in the College
5. To lead the learning support department in offering a wide range of interventions that address student's SEND needs
6. To liaise with external agencies to further enhance the interventions available to students with SEND
7. To oversee the SEND records of all students on the register, and to implement systems that track and monitor the impact of support and interventions
8. To ensure that the Learning Support Department has policies and practices that ensure parents of children with SEND receive appropriate communication, reports and meetings in line with the Code of Practice
9. To work with the Local Authority regarding the admission and progression of students with EHCPs
10. To manage the Learning Support Department budget and ensure the efficient, effective use of resources to support students with SEND

Teaching and Learning

1. To teach high quality lessons that engage students

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. It is also expected that the role will develop, working to specific strengths of the successful candidate.

The College will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



PERSON SPECIFICATION

SENDCO

Person Specification

Qualifications and Training

- Qualified teacher status (essential)
- National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment (essential)
- Degree (essential)
- Any other qualifications or training demonstrating a commitment to improving outcomes for children with SEND (desirable)

Experience

- Experience of line managing staff (essential)
- Experience of working at a whole-school level (desirable)
- Involvement in self-evaluation and development planning (desirable)
- Experience of conducting training/leading INSET (desirable)

Skills and Knowledge

- Sound knowledge of the SEND Code of Practice (essential)
- Understanding of what makes 'quality first' teaching, and of effective intervention strategies (essential)
- Ability to plan and evaluate interventions using research and best-practice (essential)
- Data analysis skills and the ability to use data to inform provision planning (essential)
- Effective communication and interpersonal skills (essential)
- Ability to build effective working relationships (essential)
- Ability to influence and negotiate (essential)
- Good record-keeping skills (essential)

Personal Qualities

- Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school (essential)
- Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability (essential)
- Ability to work under pressure and prioritise effectively (essential)
- Commitment to maintaining confidentiality at all times (essential)
- Commitment to safeguarding and equality (essential)

The Chalfonts Staff Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post.
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term.
- To participate in training and other professional development learning activities as required.
- To promote equal opportunities and celebrate diversity in all aspects of the academy.
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support and attend academy events such as Open Evening.
- To promote actively the academy's policies.
- To adhere to the academy's Dress Code.
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate.
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies.
- To be aware of and comply with all academy policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection (GDPR), reporting all concerns to an appropriate person.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal.