



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

**Job Title:** Special Educational Needs and/or Disabilities Coordinator (SENDCo)

**Pay Scale:** L2 - L6

**Location:** THE BIRLEY ACADEMY

**Line Manager:** Deputy Headteacher - SEND and Inclusion

### **Job Summary:**

- To work with academy and trust staff, the local authority and other stakeholders to ensure that the provision for SEND and AP is effective.
- Assist in the development of a strategic SEND plan that identifies priorities and targets for SEND/AP students.
- Support with the development and implementation of academy policies, procedures and documentation relating to SEND and alternative provision.
- To manage staff and resources as directed by the deputy headteacher SEND and Inclusion.
- Make decisions based upon analysis, interpretation and understanding of relevant data and information.
- Ensure that the academy provides a safe and happy environment that promotes the welfare of children attending AP and those with SEND.

### **Duties and Responsibilities:**

#### **Strategic direction and development of the school**

- Contribute to the leadership of special educational needs provision in the main school and specialist resource provision (IR) and Internal Alternative Provision (ISAP) as a qualified SENDCo.
- Contribute to the leadership and management of the SEND team as directed by senior leaders to support SEND students and those accessing the ISAP/alternative provision (AP).
- Work with wider staff to deliver and quality assure the targets laid down in the school development plan.
- Assist with the deployment of the schools delegated SEND budget and other resources.
- Assist in the preparation of a range of reports and updates to the headteacher and other stakeholders.

#### **Transition and outcomes for students with SEND**

- Demand ambitious standards for all SEND and AP students, instilling a strong sense of accountability in staff for the impact of their work on student outcomes.
- Support with the successful transition of SEND and AP students between each key stage so that they are fully prepared for the next steps in education, employment, or training.
- Ensure that any SEND and AP information provided for school data systems is up to date, accurate and fit for purpose.
- Ensure that information relating to the new Year 7 students and/or in year admissions is shared with all relevant staff.
- Organise as necessary any relevant testing, for example a CAT test, a reading age test, a Boxall profile etc.

- Assist with defining the settings for all year groups in relation to all data available.
- Support with tracking and reviewing students' progress across all year groups to ensure that SEND and AP students achieve the best possible outcomes. Ensure that information and data is used to drive improvement.
- Support with the organisation and delivery of a programme of 'catch up' and 'bespoke intervention' for SEND and ISAP/AP students in key stages 3 and 4.
- Working alongside the relevant senior leader(s), senior attendance lead, and other relevant staff, to track, analyse and review attendance data across all year groups and/or specific cohorts of students.
- Working with the relevant senior leader(s), and other relevant staff, track, analyse and review suspension and exclusion data across all year groups.

### **Compliance and record keeping: SEND Students**

- Ensure that the Academy is compliant with the 2010 Equality Act, the 2015 Special educational needs and disability code of practice: 0 to 25 years (the code) and any other relevant statutory guidance.
- Support the relevant senior leader to ensure that the special educational needs (SEND) register is reviewed regularly (but at least monthly).
- Identify and assess student needs and ensure all SEND records are updated regularly and available including EHCP's, SEND support plans, student passports and learning plans.
- Ensure that the records of all ISAP students, AP students and those students with SEND are up to date and that SEND information on SIMS and other data systems such as Go for Schools is consistent with the register.
- Work with senior leaders to ensure that the academy's provision map is up to date and that the interventions and provisions are carried out according to the EHCP's and/or student passports.
- Review EHCP's and SEND support plans in line with the SEND code of practice.
- Comply with statutory obligations regarding the review of Education, Health and Care Plans.
- Maintain awareness of the SEND code practice and review and contribute towards the update of the SEND policy, SEND Information report, accessibility plan and any key SEND documentation accordingly.

### **Quality of curriculum intent and implementation for SEND Students**

- Work with other leaders, to support with the planning and development of an appropriate curriculum for students with special educational needs and/or those pupils who attend the in school alternative provision (ISAP).
- Ensure that there is access to mainstream classes for students with SEND and where appropriate those students attending the IR or ISAP.
- Develop and implement strategies for enhancing learning and teaching to ensure that all lessons are at least 'good' if not 'outstanding'.
- As directed, work with staff to develop effective ways of bridging barriers to learning and teaching.
- Ensure that advice and support is available for teachers and teaching assistants in delivering high quality teaching and learning across the school.
- Model effective teaching and learning techniques that support an inclusive approach.
- Carry out quality assurance as directed by SLT to ensure effective planning, learning and teaching, assessment, monitoring and recording in all curriculum areas for pupils with SEND and in the ISAP.
- Contribute to meetings as part of a wider academy learning and teaching strategy in order to develop and disseminate good practice.
- Liaise with colleagues about the progress of students in the IR or ISAP and other students with SEND. Ensure that teachers use data and other information effectively when planning for individual students.

### **Pastoral for SEND Students**

- Implement strategies to secure high levels of attendance, punctuality and standards of behaviour.

- Support with the organisation and management of a comprehensive extra-curricular and enrichment programme for those students with SEND and those attending the IR/ISAP.

### **Professional Development: SEND**

- Keep up to date with research and developments in alternative provision, SEND education and effective SEND practice.
- Have a comprehensive knowledge and understanding of SEND education systems locally and nationally.
- Contribute to the delivery of professional development sessions to enhance SEND and AP provision, including matters relating to at least one of the four main areas of need e.g. communication and interaction.
- Support with the induction of new staff so that there is consistency in SEND practice across the school.
- Create an ethos where all staff are motivated and supported to develop their knowledge and skills around SEND and inclusion.

### **Specialist Resource Provision: SEND Students**

- Have direct oversight of the specialist resource provision at the school (IR)
- Work with the Integrated Resource Leader to ensure that high quality provision is implemented in line with student's Education, Health and Care Plan (EHCP) outcomes.
- Work with the Integrated Resource Leader to co-ordinate the deployment of specialist staff. Ensure that interventions are delivered in line with the provisions stated in a student's EHCP.
- Liaise closely with mainstream colleagues to provide a joined-up approach to meeting individual student needs. Provide advice and support to teachers and other support staff as to the most effective methods of support for students with Communication and Interaction Needs.
- Work with the Integrated Resource Leader to develop, monitor and review pupil passports/profiles.
- Lead key transitions for IR students, working closely with Integrated Resource Leader.

### **Relationships with Others**

- Undertake annual performance reviews for support staff within the SEND team and other members of the SEND team as appropriate.
- Participate in the induction of new staff into the school community.
- Maintain good working relationships with colleagues, students, parents/carers, governors, the community and Local Authority and ensure all communication is consistent with the school's ethos.

### **SEND - Partnerships**

- Build strong and effective partnerships with parents and the local community.
- Promote multi agency working and collaborate with outside agencies regarding students with SEND.
- Take a leading role in ensuring the effectiveness of the SEND review meetings. Liaise with the relevant designated teacher where a child in need of care and protection [including any that are looked after] have SEND.
- Liaise with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the local authority and its support services to deliver highly effective SEND provision.

### **Accountability**

- Rigorous focus on SEND, IR and ISAP/AP student progress to ensure that academy wide systems and strategies are making a measurable difference, maximising student attainment and progress at KS3 and 4.

- Monitor progress towards targets for students with SEND and those accessing alternative provision.
- Ensure that parents/carers and students are well informed about all aspects of provision (within areas of responsibility) and about the contribution they can make in supporting their child’s learning.
- Quality Assurance of teaching and learning to inform effective mentoring and coaching.
- Work within the SEND team to develop, monitor, observe and quality assure delivery of provision across the school.
- Hold staff to account for their professional conduct and practice.

### Other Responsibilities

- Support with the promotion, dissemination, implementation and monitoring of whole-school strategies within the SEND and Inclusion remit.
- Create an ethos of safeguarding and ensure that safeguarding, and child protection policies are adhered to.
- Contribute to the wider life of the Trust, its schools and its community through partnership work.
- Fulfil line management duties as directed by senior leaders.
- Deliver a teaching timetable as required to enable the delivery of the curriculum.
- Champion the Trust’s principles of ‘Lead’, ‘Empower’, ‘Achieve’ and ‘Drive’.
- Contribute to the wider life of the Trust and the L.E.A.D. community.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

### SENDCo Person Specification

This job description lists the competencies expected of an experienced/fully trained post-holder. The two right hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D = Desirable criteria)

		Essential/ Desirable	App form	Interview task
	<b>QUALIFICATIONS</b>			
	Degree or equivalent	E		
	Qualified Teacher Status	E		
	Middle or senior management qualification	E		
	National award for special educational needs co-ordination or on track to secure the qualification by September 2024.	E		
	Additional qualifications in SEND	D		
	<b>EXPERIENCE</b>			
	Experience of SEND school leadership within the primary or secondary phase	E		

Evidence of continued, relevant professional development related to whole school leadership and special educational needs and/or disabilities	E		
Experience of teaching children and young people across a broad spectrum of educational needs and ages	D		
Experience of appropriate behaviour management techniques for children and young people across a broad spectrum of educational needs and ages	D		
First-hand experience of working with relevant agencies to protect children	D		
Evidence of substantial, recent and successful senior leadership experience	D		
<b>ABILITIES, KNOWLEDGE AND SKILLS</b>			
Ability to teach to GCSE standard	E		
Track record of delivering outstanding outcomes for students	E		
In depth knowledge of statutory education frameworks	E		
An existing interest in evidence informed practice shown by wider reading and professional development	D		
An understanding of students' special educational needs linked to appropriate challenge, teaching strategies, adaptation, assessment, outcomes and ambition for all learners.	E		
Thorough knowledge of SEND code of practice, the annual review process (statutory requirements and best practice)	E		
Understanding of relevant curriculum and assessment frameworks at key stages 3 to 5, drawing on key stages 1 and 2 as appropriate	E		
Evidence of the ability to hold staff to account in the pursuit of improving standards	E		
Ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives	E		
An understanding of the significance of interpersonal relationships in managing the impact of change on individuals and of the importance of engaging staff in their own professional development	E		
Ability to coach and motivate professionals, individually and within groups to achieve individual and collective targets	E		
Evidence of relevant management skills, including interpersonal skills and leadership qualities	E		
Knowledge and understanding of data analysis and the ability to use data to set targets for improvement	E		
ICT skills to manage and report on performance data to a range of audiences (Ofsted, governors, parents and pupils).	E		
Ability to communicate verbally with, and write reports for, a range of stakeholders, including governors and external agencies	E		
Possess the knowledge, confidence and skills needed to effectively advise and support colleagues in order to move the school forward	E		
Experience in whole school self-evaluation	E		

	Ability to work autonomously, prioritise conflicting demands and thrive under pressure	E		
	Understanding of contemporary issues relating to safeguarding, pastoral matters and learning support	E		
	<b>PERSONAL ATTRIBUTES</b>			
	Approachable, enthusiastic and creative	E		
	Leads by example, demonstrating integrity, resilience and clarity	E		
	Highly organised, literate and articulate			
	Passionate about education	E		
	Ability to work under pressure, think creatively and to anticipate and solve problems	E		
	Deal sensitively with people and resolve conflicts	E		
	Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas	E		
	<b>ADDITIONAL REQUIREMENTS</b>			
	This role is subject to an enhanced DBS	E		
	May be required to travel to other Trust locations or third-party services as part of the role	E		
	Hold a driving licence and have access to own vehicle.	D		