



JOB DESCRIPTION

Post Title	SENDCo
Salary Scale / Grade	L7 - L11
Reporting to	Head of School

Job Purpose:

To provide a learning environment which embraces opportunities for all students by securing high quality learning and teaching. The role will support our vision of ensuring that students achieve their full potential both as students at our school and as global citizens, with particular focus on students with SEND.

To provide effective leadership and management across the SEND Department as required and thereby build and maintain an effective team which continually enhances the quality of learning and achievement, monitors student progress, and addresses any concerns.

Aspects specific to the SENDCo role:

- Ensure the school acts in a legal way with regards to SEND.
- Be the lead teacher for The Einstein Centre.
- Develop and oversee the implementation of the school's SEN strategy
- Design and deliver interventions to reduce the attainment gap
- Work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans
- Provide support for teachers in developing effective teaching programmes and behavioural management techniques.
- Manage and advise on the SEN budget
- Be the primary contact for external agencies including but not limited to: All related to SEN including psychologists, health and social care providers, speech and language therapists and occupational therapists.
- Line manage the SEND team.

Key tasks and responsibilities:

Leadership

Under the direction of the Executive Headteacher and Deputy Headteacher/Head of School:

- Lead by example, focusing on providing excellent education for all pupils.
- Lead on particular school strategies and policy areas.
- Build positive relationships with members of the schools' community.
- Keep up to date with developments in education.
- Seek training and continuing professional development to meet own needs.
- Ensure students are assessed and supported for exam access arrangements according to JCQ standards

Managing staff

Under the direction of the Executive Headteacher and Deputy Headteacher/Head of School:

- Assist with the selection and recruitment of SEND staff.
- Performance manage staff.
- Create an ethos within which their direct reports are motivated and supported to develop their skills and knowledge.
- Commit to their own professional development, proactively identifying development opportunities.

Modelling best practice for teachers

- Demonstrate excellent performance against parts one and two of the teacher's standards: teaching and personal and professional conduct.
- Implement strategies and initiatives to share best practice with others in the school, developing confidence and skills in others.

Professional Development

- To support with organising in-service training for the SEND department staff as appropriate.
- To identify development opportunities for staff within the department through external agencies or courses.
- To delegate tasks in a way which maximises the use of available talent, experience and enthusiasm, and provides development opportunities for all staff.
- To use the performance management cycle to assist in enhancing the professional development aspirations of colleagues.
- To personally keep up to date with developments and new ideas related to the subject(s).
- To ensure compliance with the current Teachers Standards throughout the faculty.

Other responsibilities:

- Please also refer to the responsibilities of all classroom teachers.
- The SENDCo will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.
- Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENDCo will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Executive Headteacher.

Review:

This job description is subject to annual review and / or change at other times in response to identified needs. It is expected that the post holder will undertake additional duties, as required, and in agreement with their line manager, to operate in a flexible environment.

PERSON SPECIFICATION

	Essential	Desirable	How Tested A – Application I – Interview T - Test
QUALIFICATIONS AND TRAINING			
Honours degree or some higher study / qualification		✓	A
Qualified Teacher Status	✓		A
NASENCO or complete the new NPQ within 3 years of appointment	✓		A
EAA testing: Level 7 AAC or complete as a priority	✓		A
Recent, relevant professional development	✓		A, I
EXPERIENCE			
Experience of leading a successful department comprising Key Stages 3,4 and 5		✓	A, I
Experience of successful secondary teaching or teaching practises	✓		A, I
Experience of successful teaching across the ability range	✓		A
Experience of effectively teaching students' progress	✓		A, I
KNOWLEDGE AND UNDERSTANDING			
Understanding of the main safeguarding principles	✓		A, I
Detailed working knowledge of National Curriculum changes to attainment levels and grades		✓	A
Subject knowledge commensurate with that required for the effective delivery of exam board specifications		✓	A
Flexible attitude to learning with a variety of teaching styles	✓		A
Use of ICT to meet the needs of students to improve their outcomes and raise standards	✓		I
Ability to generate new ideas about the delivery and students' engagement and enjoyment of the subject	✓		A, I
Use of data to inform decision-making	✓		I
SKILLS AND ABILITIES			
Good interpersonal, verbal and written communication skills with adults and children alike in a variety of settings	✓		A, I
Good level of competence in ICT (Including Google docs)	✓		A, I
Ability to work flexibly and under own initiative to achieve objectives	✓		I
Ability to prioritise, coordinate and organise work under pressure	✓		I
Ability to work on own initiative and self-manage	✓		A, I

Ability to translate theory into classroom practice	✓		A, I
Highly effective practitioner	✓		A, I
Ability to identify personal training needs	✓		A, I
Ability to make positive relationships with disaffected learners	✓		A, I
Ability to understand and deal with issues affecting students with challenging behaviours	✓		A, I
Ability to use Arbor	✓		A
PERSONAL QUALITIES AND ATTITUDES			
Ability to maintain high quality professional relationships with all	✓		I
Ability to be discreet and professional at all times, ensuring confidentiality is upheld	✓		I
Calm, approachable, resolution-focussed disposition.	✓		I
Conscientious and positive disposition	✓		I
Willingness to participate in further training and developmental opportunities to further knowledge	✓		I
Commitment to young people and ensuring the school facilitates the highest possible outcomes	✓		I
Enthusiasm and strong motivation	✓		I
Commitment to equal opportunities and inclusion	✓		I