

HORSFORTH SCHOOL

Job Description

Job Title: SENDco; Extended Leadership Team

School: Horsforth School

Pay Band: L5 - 7

Responsible for: SEND team

Responsible to: Assistant Headteacher Inclusion

Role:

The SENDco, with the support of the Assistant Headteacher and Trustee Board, will take responsibility for the day to day operation of provision made by the school for students with Special Educational Needs and Disabilities (SEND).

The SENDco will work with all relevant stakeholders to ensure high quality provision for all students with SEND and to promote the inclusion of all students.

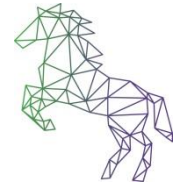
They will continue to develop the strategy for inclusion by raising awareness and acceptance of difference across the school community.

They will provide professional guidance in the area of SEND in order to secure high quality teaching and learning and the effective use of resources to raise standards of achievement for all students.

They will ensure that the Headteacher, Leadership Team and trustees are kept up to date with the changing SEND agenda, expectations and national requirements for SEND provision, including funding expectations. They will ensure that all staff are trained and up to date on relevant changes and expectations and ensure that this is embedded across school.

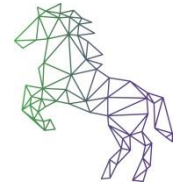
The SENDco will lead the SEND team to ensure they provide appropriate support and intervention where needed so that students with SEND are able to make progress in all areas and prepare them for adulthood.

The SENDco will be part of the Extended Leadership Team and will as a result be instrumental in developing policy and procedure linked to Inclusion. They will maintain a highly visible and professional profile within the School.



Main Duties of the post:

1. To promote Inclusion across the school community through raising awareness and acceptance of difference and the SEND in our school community and beyond. To sustain a positive ethos of achievement for students with SEND
2. To develop policies and procedures related to meeting the needs of all students and ensure these are adhered to
3. To assist the Assistant Headteacher Inclusion in developing and implementing strategies in line with our School Improvement Plan (SIP)
4. To attend Leadership Team meetings as required and collaborate with colleagues on school, development priorities and the day to day leadership of the school
5. To monitor, analyse and report on key data related to students with SEND to include; progress, attendance and behaviour and plan accordingly to improve these in line with national and school expectations.
6. To work with all key stakeholders in ensuring the needs of all students are understood and met to include; attending parent information evenings, conducting phone calls, hold and attend/chair multi agency meetings, liaison with teaching staff, parents, external agencies etc
7. To maintain effective partnerships between parents and school staff so as to promote learning and inform parents about targets, achievements and progress
8. To further develop effective liaison with external agencies to provide maximum support for students with SEND
9. To share relevant information with all stakeholders and keep them updated on any developments with regards to SEND provision
10. To plan and deliver high quality CPD for **all staff** to ensure they are kept informed of all relevant information and have the knowledge and skills to meet the needs of the students in their care; plan and deliver staff CPD sessions and briefings
11. To line manage, monitor and report on the work of individual members of the department, to ensure it conforms with school and departmental policies and our school improvement plan
12. To support, guide and motivate colleagues to meet the needs of students on the SEND Register, particularly in disseminating examples of effective practice in relation to students with SEND
13. To implement effective ways of overcoming barriers to learning and sustaining effective teaching
14. To support the identification of, and dissemination of, the most effective teaching approaches for students with SEND
15. To oversee and implement the Graduated Approach of assess, plan, do review cycle in conjunction with the SEND team and other staff when students are on the SEND register or concerns are raised about possible SEND
16. To maintain provision mapping for SEND across the school to include; in class support, one to one and group interventions as well as external agency support
17. To further develop and maintain effective systems to identify and meet individual needs that are well co-ordinated, monitored, evaluated and reviewed
18. To maintain IEPs and EHCPs including the review cycle
19. To keep up to date with the current SEND agenda and policy and ensure we are compliant with these
20. To analyse and interpret relevant information, local and school data, plus research and inspection evidence to inform the SEND Policy, practises, expectations, targets and teaching methods
21. To coordinate and maintain regular QA of SEND provision across the school to identify areas for development. To ensure that the students meet national and school targets for students with SEND and assist in the evaluation of the effectiveness of teaching and learning.
22. To support the Assistant Headteacher Inclusion with monitoring and evaluating SEND provision and planning appropriate actions
23. To work with our Transition team, P16 team and careers officer on the transfer of information between settings and key stages



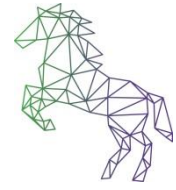
24. To actively collaborate with Curriculum and Pastoral teams to ensure that the development of all students is given equal priority and that available resources are used efficiently in support of this purpose
25. To work with the Data and Exams Teams to assess, provide evidence and support the application of access arrangements
26. To be a designated member of staff for Child Protection (Designated Safeguarding Officer DSO)
27. To deputise as Designated Teacher for Children Looked After (CLA) and complete associated data collection tasks and attend meetings as required
- 22 To support trips, extra-curricular and enrichment activities for all Key Stages to ensure they are fully engaged in all aspects of their learning and development.

Responsibilities as a member of the Extended Leadership Team

- Demonstrate a commitment to teamwork and collegiality.
- For teaching staff, being a very effective classroom practitioner and undertaking an appropriate teaching load (performance should exceed Threshold standards).
- Demonstrate a commitment to raising student progress and staff expectations in every aspect of school life.
- Monitoring the quality of learning and teaching to raise levels of departmental and student progress.
- Being visible and high profile: reinforcing standards of student behaviour and the school's core values and ethos (including supervision, duties and assemblies).
- Conduct themselves as a professional role model for all staff and students: offering leadership, direction and support based upon effective communication and inter-personal skills.
- Being involved in policy formulation, implementation and review.
- Being comfortable in a culture which expects them, and others, to have clear performance targets for self and school improvement.
- Thriving in situations in which they, and other colleagues, learn and develop professionally.
- Presenting the school to parents and the community in a positive light in order to enhance its already positive image.
- Having major line management responsibilities, oversight of the work of other colleagues, and direct responsibility for specific objectives in the School Improvement Plan including carrying our Performance Management reviews.
- Supporting and reporting to Trustees on specific aspects of the School.
- Undertaking a Leadership Team link role within a number of curriculum areas and year teams in order to monitor, review and support the work of individual departments and progress leaders.

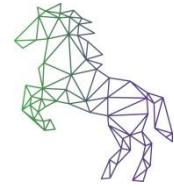
The Postholder should also:

- Complete General duties as defined by the School Teachers' Pay and Conditions Act 1991 and subsequent orders as listed in the most recent School Teachers' Pay and Conditions document.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to overall ethos/work/aims of the school.
- Participate in training and other learning activities and performance development as required.



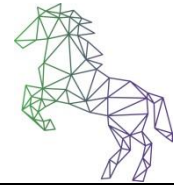
Notes:

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



PERSON SPECIFICATION

Job Title: SENDCO		
KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications & Experience	<ul style="list-style-type: none"> education to degree level or equivalent QTS and GTC registered an excellent track record of recent, relevant professional development experience of effective teaching experience of supporting students with SEND 	<ul style="list-style-type: none"> Child Protection Training – Level 2 Level 7 Assessor status STARS level 2 and 3 hold SEND Qualification
Leadership & Management	<ul style="list-style-type: none"> experience of working as a strong leader and as a member of a team in an educational setting evidence of innovative approaches to working with students, parents, staff and other stakeholders ability to prioritise, plan and organise ability to direct and co-ordinate the work of others set high standards and provide a role model for students and staff deal sensitively with people and resolve conflicts a commitment to an open and collaborative style of management liaise effectively with other organisations and agencies proven track record of improving SEND provision and outcomes 	<ul style="list-style-type: none"> Leadership experience Evidence of impact at whole school level



Knowledge & Understanding	<ul style="list-style-type: none"> • Understanding of the SEND code of practice and associated law and guidance • the principles behind the Core Purpose in the JD and the potential for raising standards • the principles and practices of strategic and operational planning and delivery for SEND provision • effective review and evaluation procedures 	<ul style="list-style-type: none"> • EEF research around SEND provision • different methods of consulting with stakeholders • the application of ICT for effective management and learning • implementation of effective strategies for ensuring equal opportunities for staff, students and other stakeholders
Communication Skills	<ul style="list-style-type: none"> • successful working with teams to improve SEND students' outcomes • able to communicate the vision of the School to a range of stakeholders • negotiate and consult fairly and effectively • develop and manage good communication systems • communicate effectively orally and in writing to a range of audiences 	<ul style="list-style-type: none"> • To be able to develop and maintain and be part of an existing network of SEND professionals
Decision Making and Judgement Skills	<ul style="list-style-type: none"> • make decisions based on analysis, interpretation and understanding of relevant data and information • demonstrate good judgement • be able to prioritise 	<ul style="list-style-type: none"> • think creatively and imaginatively to anticipate, identify and solve problems that may arise in the future
Personal qualities	<ul style="list-style-type: none"> • a commitment to inclusive education • evident enjoyment in working with young people and their families • empathy in relation to the needs of the school and the local community • ability to inspire confidence in staff, students, parents and others • adaptability to changing circumstances/new ideas • reliability, integrity and stamina • prioritise and manage own time effectively • work under pressure and to deadlines • seek advice and support when necessary • motivate others to support your vision • resilience and perspective • determination to succeed and the highest possible expectations of self and others 	<ul style="list-style-type: none"> • achieve challenging professional goals • personal ambition and potential for further promotion • intellectual ability and curiosity • vision, imagination and creativity

