**Job Description**

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| **Job Title:** | SENDCO  | **Department/Group:** | Teaching staff |
| **Level/Salary Range:** | Leadership L6-L10 | **Reporting to:** | Headteacher |
| **Contract term:** | Teacher contract | **Hours per week:** | Full time permanent |
| **Safer Recruitment Statement** |
| The Bishop Fraser Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. |
| **Vision Statement** |
| ***“To allow all children to experience ‘life in all its fullness’, no matter what their starting point” by:****• Offering a high quality, inclusive and distinctive education;**• A caring and nurturing environment based on our Christian values;**• Recognising the unique nature of each child.* |
| **All staff employed by the Bishop Fraser Trust are required to:** |
| * uphold and promote the Trust’s vision;
* uphold and promote the Christian ethos of all schools in the Trust;
* support and contribute to the achievement of all students academically and pastorally;
* support and contribute to the Trust’s responsibility for safeguarding all students;
* undertake professional training to enhance personal development and job performance;
* Comply with all Trust and individual school policies and procedures including safeguarding, child protection, health, safety and security, confidentiality and data protection;
* maintain high professional standards of attendance, punctuality, appearance, conduct and positive relationships with all pupils, parents/carers, colleagues, governors, trustees and members; treating everyone with dignity and respect;
* share best practice, expertise and skills with others.
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| **Main Objectives of Role:** |
| * Determine the strategic development of the special educational needs (SEND) policy and provision in the school;
* to provide strategic leadership for SEND across all phases of the school in order to ensure that these students make excellent progress
* Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability, ensuring that staff are provided with relevant information and training relating to the support of these students;
* To work strategically with and line manage the primary SEND team.
* Provide professional guidance to colleagues, working closely with staff, parents and other agencies;
* To lead, manage and effectively deploy staff and resources including the Assistant SENDCO and our team of Teaching Assistants;
* To build and maintain positive relationships with parents of students with SEN and with relevant external organisations
* The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document.
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| **Job Description:** |
| THE SCHOOL TEACHER’S PAY AND CONDITIONS DOCUMENT SETS OUT THE STATUTORY RESPONSIBILITIES OF ALL STAFF. THIS JOB DESCRIPTION COMPLEMENTS THAT DOCUMENT AND PROVIDES THE SPECIFIC CONTEXT FOR THIS POST**Role specific responsibilities** **Strategic development of SEND policy and provision*** Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
* Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
* Develop and review the SEND policy ensuring it is put into practice, and that the objectives of this policy are reflected in the school improvement plan
* Maintain an up-to-date knowledge of national and local initiatives which may affect the school’s policy and practice
* Evaluate whether funding is being used effectively by monitoring impact and propose changes to make use of funding more effective

**Operation of the SEND policy and co-ordination of provision*** Maintain an accurate SEND register and provision map
* Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
* Advise on the use of the school’s budget and other resources to meet pupils’ needs effectively, including staff deployment
* Have detailed knowledge and understanding of the provision in the local offer
* Work with other schools, educational psychologists, health and social care professionals, and other external agencies
* Be a key point of contact for external agencies, especially the local authority
* Analyse assessment data for pupils with SEN or a disability
* Oversee, Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness through robust quality assurance.

**To lead support for pupils with SEN or a disability*** Identify a pupil’s SEN need through robust identification measures.
* Co-ordinate provision that meets the pupil’s needs, and monitor its effectiveness
* Secure relevant services for the pupil
* Ensure records are maintained and kept up to date
* Review the education, health and care plan with parents or carers and the pupils in line with statutory duties including ensuring recommendations are implemented.
* Communicate regularly with parents or carers
* Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
* Promote the pupil’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
* To lead and quality assure targeted extra-curricular provision for SEND students e.g. before school and lunch time intervention and structured activities.

**Leadership and management*** Lead the vision, direction and strategy of the SEND provision reflecting the values and educational aspirations of the school
* Be an active member of SLT and an advocate for SEND students at the highest level
* Be an active member of the Curriculum and Learning Leaders and Raising Standards Team.
* Work with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
* Prepare and review information the governing board is required to publish
* Contribute to the school improvement plan and whole-school policy
* Identify training needs for staff and how to meet these needs
* Lead INSET for staff
* Share procedural information, such as the school’s SEN policy
* Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEN or a disability
* Lead and manage teaching assistants working with pupils with SEN or a disability
* Lead and manage the Assistant SENDCO and the nurture provision
* Be the lead for Looked After Children in secondary phase
* Lead staff appraisals and produce appraisal reports
* Review staff performance on an ongoing basis
* Line management of Nurture and Orchard provisions

**Other areas of responsibility*** To oversee the ASD provision
* To lead provision for children with Medical Needs / Health Plans
* The SENDCO will also be expected to fulfil the professional responsibilities of a teacher with a (very reduced) teaching timetable.
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| **All staff at the Bishop Fraser Trust will:** |
| * Seek to be positive and build up the common good through their own individual contribution to the life of their school;
* Offer ideas and suggestions for making things better;
* Engage actively in the appraisal and performance review process;
* Seek to develop a better work/life balance;
* Appreciate that whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified in this job description;
* Work within the Trust and individual school’s Health & Safety Policies to ensure a safe working environment for all staff and pupils;
* Follow any reasonable request from the Headteacher or SLT to undertake work of a similar level that is not specified in this job description;
* Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers;
* Promote equality and celebrate diversity, seeking to reduce disadvantage, and to encourage aspirations and participation from people who might not otherwise join in.

This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher or SLT to reflect or anticipate changes in the job which are commensurate with the salary and job title. It allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out. The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment. |
| **Last Updated:** | April 2021 |

Signed: R Lucas Date: April 2021

Name: Rachael Lucas, Headteacher

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 **Person Specification**

|  | **SENDCO**  | **E**ssential / **D**esirable |
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| **Work related circumstances – professional values and practices of the Bishop Fraser Trust** | High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | E |
| Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | E |
| Commitment to the Trust’s Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work | E |
| Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice | E |
| Able to liaise sensitively and effectively with parents and carers recognising their role in student learning | E |
| Able to improve their own practice through observations, evaluations and discussion with colleagues. | E |
| Flexible with an ability to be able to embrace and generate change | E |
| **Personal Qualities** | Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school | E |
| Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability | E |
| Strongly self-motivated and personally resilient | E |
| Exceptional levels of personal integrity, discretion, honesty, reliability and self-awareness | E |
| Presence, dynamism, good sense of humour and approachability | E |
| Strong intellect underpinned by a clear moral compass, instinct and intuition | E |
| Conscientious and diligent work ethic | E |
| High standard of professional personal presentation with an excellent attendance and time-keeping record | E |
| Patience, kindness and understanding | E |
| Commitment to maintaining confidentiality at all times | E |
| **Qualifications** | Honours degree | E |
| Qualified Teacher Status  | E |
| National Award for SEN Co-ordination | E |
| A willingness to complete the National Award for SEN Co-ordination in year one if not already completed  | E |
| **Experience** | To an outstanding classroom teacher with experience of achieving good outcomes for all students including those with SEND needs | E |
| To have experience of leading and managing SEND provision in a school  | E |
| Experience of leading others in a school context  | E |
| Experience of conducting training/leading INSET | E |
| Involvement in self-evaluation and development planning and reviewing impact | E |
| Experience of effectively line managing others  | D |
| **Skills and knowledge** | Sound knowledge of the SEND Code of Practice | E |
| To be up-to-date with current research into SEND teaching, learning and support | E |
| Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies | E |
| Ability to plan and evaluate interventions | E |
| Data analysis skills, and the ability to use data to inform provision planning | E |
| Confident communicator; communicating effectively and concisely both in written and verbal form to a variety of audiences | E |
| Ability to build effective working relationships | E |
| Ability to influence and negotiate | E |
| Good record-keeping skills | E |
| Budgetary experience  | E |
| Ability to work under pressure and prioritise effectively | E |
| A good understanding of safeguarding legislation and good practice  | E |