

Job Description: SENDCO – Across Clarion Corvus Trust

Responsible to: CEO, Executive Headteacher, and the Trustees

Salary: L3 – L6

Core Purpose

The SENCO, under the direction of trust and academy leaders, will:

- Deliver the strategic development of SEND policy and provision
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

General Duties:

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the CEO, Executive Headteacher and Trustees, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

- To be responsible for the education and pastoral needs of pupils in accordance with the contractual obligations of the current 'School Teachers' Pay and Conditions Document'.
- Be a co-opted member of the SLTs for South Norfolk Federation and Watton Federation.
- Lead, develop and manage inclusive practice throughout the schools.
- To have due regard to the requirements of the National Curriculum and the National Standards for Teachers and SENDCO.
- Manage and evaluate the outcomes of intervention programmes and support for children with Special Educational Needs.
- To lead in the promotion of a professional, caring and supportive atmosphere with the school.
- To take responsibility for leadership of Inclusion: SEND, LAC, Social and Emotional aspects of wellbeing.
- To support the Heads of School and Executive Headteacher in all safeguarding matters.
- To manage a team of Assistant SENDCos.
- To contribute to school Self-Evaluation and Improvement Planning.
- Work with external agencies and providers and coordinate their activities with regard to children and their families.
- Be aware of provision in the local offer.
- Lead a team of three SRB Managers.

Teaching and Learning:

- Identify and adopt the most effective teaching approaches for pupils with SEND and share approach with colleagues.
- Monitor teaching and learning activities to meet the needs of pupils with SEND.
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND.

Recording and assessment

- Work with colleagues to set challenging targets for raising achievement among pupils with SEND.
- Set up systems for screening pupils at "point of entry" identifying, assessing and reviewing provision for SEND children once identified.

- Update the Executive Head, Heads of School and SLT on the effectiveness of provision for pupils with SEND.
- Develop understanding of learning needs and the importance of raising achievement among pupils.
- Attend EHCP review meetings and parent consultations to discuss concerns and keep them informed about their child's progress.
- To write referrals, assessments, reports and advice in connection with formal assessment procedures
- Analyse assessment data for children with SEND, making appropriate recommendations or taking necessary action following such analysis.
- Lead on (where appropriate) and review EHCPs.

Leadership and Management

- Ensure the school IEP/ provision map register is up to date and all stake holders are fully informed about support programmes in place/planned.
- Ensure IEPs are monitored regularly; are live documents and their impact is assessed and progress can be evidenced.
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND and understand the importance of quality first teaching taking ownership of additional provision and the progress children (with SEND) make in their class/teaching group.
- Take the lead in constructing the schools provision map ensuring intervention programmes target the right pupils and staff expertise is deployed appropriately. In conjunction with the Executive Headteacher, Heads of School and SLT.
- Provide training opportunities for learning support assistants, teachers and other stake holders to learn about SEND and work with other colleagues to deliver training on specific intervention programmes.
- Disseminate good practice in SEND across each school and to develop consistent practice across the trust schools.
- Identify resources needed to meet the needs of pupils with SEN and advise the Executive Headteacher of priorities for expenditure.
- Produce an annual report for Trustees / LGB's on the effectiveness of SEND provision in the school and produce a SEND Information Report for the website.
- Take the lead in liaising, co-ordinating and managing all external support offered to school.
- Regularly monitor the impact of interventions.
- Audit interventions regularly, in order to ensure that resources are deployed effectively to meet need.
- With the senior leadership team, monitor and evaluate the progress made, with priorities and supporting action plans, in the school development plan.
- Monitor the INSET needs of colleagues and in collaboration with the senior leadership team ensure that they are met.
- Organise and lead school based INSET as appropriate.
- Act as team leader for performance management in line with policy and procedure.
- Ensure all reports required by the local authority are returned in a timely manner.

Budgets

- To have a good knowledge of SEN funding in budget and ensure the money is spent appropriately
- To be responsible for claiming additional top-up funding where pupils have additional higher level needs

Standards and quality assurance

- Support the aims and ethos of the school.
- Set a good example in terms of dress, punctuality and attendance.
- Uphold the school's behaviour code and uniform regulations.
- Participate in staff training.
- Attend team and staff meetings.
- Develop links and networks within the schools clusters and local authority.

Safeguarding

- Attend all relevant training.
- Share safeguarding information with staff, as and when appropriate.
- Support staff by organising relevant safeguarding training in a timely fashion.
- Attend Child Protection meetings.
- Ensure all safeguarding files and paperwork are effective and up to date.
- Support the School Leaders and leadership team in ensuring that the safeguarding policy and practice is effective and up to date.

Signed _____ SENDCO Date: _____

Signed _____ Executive Head Date: _____

Person Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment • Degree
Experience	<ul style="list-style-type: none"> • Teaching experience • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET
Skills and Knowledge	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Impact analysis skills and the ability to use assessment information to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Excellent record-keeping skills • Up to date knowledge of the primary national curriculum and assessment & reporting arrangements
Personal qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the academy and trust • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work in a timely and efficient manner, and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality