

JOB DESCRIPTION

HEAD OF SEND AND ADDITIONAL NEEDS (SENDCO)

All members of the Middle and Senior Leadership Teams will be expected to contribute proactively and be held accountable for their part in the following:

- Developing a clear strategic vision for an effective school
- Implementing strategies for the efficient running of the school within the policies adopted by the Governing Body
- Playing a leading role in school improvement
- Initiating and managing change and improvement to develop the school and its staff
- Managing a cluster of teams which could include Heads of Year, Heads of Department and cross-curricular team leaders
- Sharing in the on-call responsibility in relation to student behaviour during the school day.

GENERIC LEADERSHIP TASKS

Policy and Leadership

1. To be a member of the Middle Leadership Team (with opportunities for progression depending on qualifications and experience) and be proactively involved in whole school planning for improvement.
2. To play a prominent role in the school community and in particular in Assemblies, Presentation Evening, Open Evenings and other whole school functions.
3. To have regard to all school and departmental policies to ensure the health and safety of pupils and staff
4. To attend the appropriate Governing Body meetings and meetings of its committee to offer professional support and advice
5. To assist in the selection of staff for appointment in the school

Teaching and Learning

6. To monitor the effectiveness of teaching and learning through regular and systematic review of agreed personnel and departments
7. To establish and develop mutually beneficial links with other schools to facilitate effective cross-phase liaison, thus encouraging progression and continuity in pupils learning
8. To train teaching staff on all aspects of differentiation of work addressing the school's SEN cohort and be able to regularly support staff on the implementation of learning strategies and techniques in order to maximise learning across all areas of SEN

9. To oversee the work of specified departments and be responsible for the performance management of the HOD and others in the department as appropriate.
10. To provide opportunities for staff to share good practice and support each other.
11. To observe lessons on a regular basis in order to monitor the quality of learning for pupils, providing feedback to colleagues as appropriate

Management of People

12. To line manage and contribute to the professional development of identified personnel in order to facilitate effective teaching and learning and encourage the highest possible pupil achievement as well as to secure effective departmental systems, policies and procedures.

Specific tasks

1. To take a lead role on strategic planning, policy development and evaluation of impact in the area of SEND
2. To lead and deploy the SEND and related resources effectively to raise achievement for SEND pupils and other vulnerable groups, in liaison with the Head of KS3
3. To ensure that there is appropriate provision to support the needs of pupils with SEND or other personal, social or welfare needs.
4. To maximise opportunities for SEND staff and subject teachers to work together to best meet and monitor the needs of all pupils and to plan for and/or deliver staff training as appropriate.
5. To lead CAFs/TACs and contribute fully to multi-agency working
6. To conduct an annual review of SEND and Inclusion services and report to the relevant governors committee
7. To liaise with other boroughs and schools to ensure effective communication and continuity of provision for students and to work closely and effectively with parents
8. To ensure pupils receive appropriate access arrangements for school and public exams and to carry out appropriate testing.
9. To carry out regular pupil assessment in line with the school's SEN referral system for those pupils who meet the criteria.
10. To identify students who may be at risk of underachieving for SEND or social, personal or welfare reasons.
11. To establish a variety of support groups for vulnerable pupils and oversee their introduction, management, user feedback and data collection.
12. To monitor teaching and learning activities, including planning and pupils work, to ensure they meet the needs of pupils with SEND and other vulnerable groups
13. To model outstanding, inclusive teaching and support colleagues as appropriate
14. To liaise with colleagues including provision of support with planning, differentiation and assessment for learning strategies
15. To review, develop and maintain systems for identifying, assessing and reviewing SEN
16. To collect and interpret specialist assessment data and ensure teachers use this effectively when planning lessons
17. To contribute to oral and written assessments relating to individual pupils or groups of pupils, internally, with parents and with outside agencies

Additional tasks

Working with the SEN Manager

18. To write and submit paperwork for children already in school who may require EHCPs
19. To respond to EHCPs identifying Graveney as the named school
20. To organise and conduct Annual reviews and to liaise with external agencies – Educational Psychologist and other LEA support services
21. Any other such tasks and duties that are commensurate with the level/grade of the post.
22. To produce a termly report for the governing body
23. To ensure that access arrangements are constantly reviewed and updated.

24. Child Protection

To be fully aware of and understanding the duties and responsibilities arising from the Keeping Safe in Education document in relation to child protection and safeguarding children and young people as this applies to the worker's role within the school

To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to your work role.

To ensure that the worker's line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

PERSON SPECIFICATION – HEAD OF INCLUSION AND ADDITIONAL NEEDS (SENCO)

	ESSENTIAL	DESIRABLE	EVIDENCED BY
QUALIFICATIONS	<p>Qualified Teacher Status</p> <p>Evidence of appropriate continuing professional development</p> <p>National award in SEND co-ordination or working towards it.</p>	<p>Good Honours Degree</p> <p>Qualification in testing for access purposes</p>	<p>The application</p>
SKILLS/EXPERIENCE	<p>An excellent understanding of the SEND legal framework</p> <p>Successful teaching experience in the secondary sector</p> <p>Successful middle management experience in the secondary sector</p> <p>Successful management of change</p> <p>Experience of working within a self review and evaluation framework.</p> <p>Proven experience of monitoring the performance of staff and pupils</p> <p>Experience of working successfully with pupils with a range of SEND and other barriers to learning</p> <p>Successful experience of training staff and providing other professional support</p>	<p>Experience of working with pupils from a wide range of socio-economic backgrounds.</p>	<p>Application and interview</p>
LEADERSHIP SKILLS	<p>Whole school vision. Motivating and inspiring pupils, staff, parents, governors and the wider community.</p> <p>Setting standards of personal example and leading a high performing management team.</p> <p>Seeking advice from both within and outside the team.</p> <p>Delegating tasks and responsibilities and monitoring outcomes.</p> <p>Ability to work as an effective team leader and member.</p>	<p>Provide professional direction to the work of others.</p> <p>Budget deployment and control</p>	<p>References and interview</p>

	<p>Researching, writing up reports for outside agencies and presenting to SLT, governing body.</p> <p>Anticipating and solving problems and identifying opportunities.</p> <p>Analysing, interpreting and acting upon relevant information and data.</p>		
COMMUNICATION SKILLS	<p>Communicating effectively orally and in writing with external agencies, LAs, etc.</p> <p>Working effectively with parents/carers</p> <p>Communicating to all audiences effectively.</p> <p>Communication skills to support the delivery of effective staff training</p> <p>Chairing meetings effectively.</p> <p>Negotiating effectively.</p> <p>ICT literate.</p>		Application, interview and references
SELF MANAGEMENT	<p>Achieving challenging professional goals.</p> <p>Prioritising work.</p> <p>Working to deadlines.</p>		Application, interview and references
ATTRIBUTES	<p>Stamina</p> <p>Personal impact and presence</p> <p>Self-confidence</p> <p>Resilience in a challenging and changing environment</p> <p>The confidence to make courageous decisions and inspire support</p> <p>Willingness to engage with pupils out of school hours through enrichment and other extra-curricular activities</p>		Interview and references