All references to pupils in this document relate to those with special educational needs and disabilities.

1. **CORE PURPOSE**

- To lead the day-to-day operation and coordination of the school's provision for pupils with special educational needs and disabilities (SEND) under the line management of the Deputy Headteacher (DHT)
- To oversee the implementation of the school’s SEND strategy and policy
- To agree with the DHT and Interim Inclusion Administrator the systems for communication and task management
- To actively promote inclusive provision as a right for all pupils and the responsibility of all staff
- To provide professional guidance and support for all staff in terms of pupils’ academic achievement and pastoral welfare
- To be an active member of the school’s Leadership Team (LT - middle leadership)
- To carry out the professional duties of a teacher, meeting the Teachers’ Standards.
- To promote the principles, values and policies of Create Partnership Trust

2. **DUTIES AND RESPONSIBILITIES**

2.1 **Key requirements**

- Demonstrate high level understanding of pupils’ barriers to learning and the ways they can be mitigated or overcome
- Ensure that all pupils receive the best possible provision, achieve optimum standards and make at least good progress
- Understand SEND systems and statutory requirements
- Understand the customer-facing role and the importance of high quality, professional relationships and communications with all stakeholders
- Be an excellent teacher

2.2 **Leading and supporting staff**

- Communicate effectively to clarify the school’s expectations, individual and collective staff roles and responsibilities, the legal framework and the moral rationale
- Lead teachers and support staff across the whole school to develop consistently good and inclusive teaching, learning and assessment
- Provide high quality support, modelling and coaching for staff to improve their understanding of, and provision for, pupils’ individual needs, paying particular attention to NQTs
- Support teachers to develop appropriate learning programmes for pupils, including curriculum adaptations
- Support middle and senior leaders in their deployment and line management of all staff involved in teaching pupils with SEND
- Guide and support all staff in their understanding of SEND and its appropriate pedagogy, cascading up-to-date information and research evidence
- Lead staff meetings and training sessions for teachers and support staff to ensure good practical outcomes and meaningful assessment of pupils’ progress
- Ensure that intervention planning, staff deployment and timetabling are used effectively
• Support staff in making initial assessments of pupils newly arrived to school in the early years or as in-year admissions throughout the school
• Collect staff feedback on outcomes of various strategies or any ongoing concerns
• Represent staff views to the LT and to the DHT and equally, relay the views and directives of senior leaders to staff in a positive and unified way
• Provide high quality feedback for staff on their performance and subsequent support for improvement
• Give clarity to all teachers and especially Year Group Leaders (YGLs) regarding the digital or paper records they need to keep; e.g. assessment data, accuracy of pupil records

2.3 Supporting pupils

• Ensure that the welfare, attendance and safeguarding of pupils are given the highest priority, working closely with the Safeguarding Manager and DHT where concerns are raised
• Carry out assessments of pupils to identify needs and monitor progress, including classroom observations and scrutiny of their work in books and the progress they are making in terms of the curriculum essentials
• Ensure that pupils have learning plans which include appropriate timetabled support and the range of resources to meet their needs
• Track and monitor pupils so that they achieve optimum standards and make at least good progress through the year
• Demonstrate good and inclusive classroom strategies (e.g. questioning, feeding back, modelling, planning for successive learning, scaffolding, pre-tutoring) for pupils’ optimum success
• Ensure that pupils read and write every day and that a rigorous phonics programme is consistently implemented
• Have a strong pedagogical understanding of teaching and learning based on well-founded research and know how to put it into operation
• Champion the rights of pupils in terms of provision and opportunity
• Provide behaviour management support where a pupil’s needs are affecting her/his behaviour and learning
• Lead regular pupil voice activities to gain first-hand knowledge and understanding of their school experiences
• Take an overview of pupils outside regular classroom provision; e.g. during breaks and lunchtimes or at points of transition

2.4 Leadership actions

• Lead by example to provide inspiration and motivation for all staff
• Work alongside the Inclusion Administrator to ensure that all documentation is accurate and efficiently managed, paying particular attention to data protection and confidentiality requirements
• Understand the full range of documentation required to meet statutory requirements and good practice expectations: reports, reviews, feedback to parents and staff, notes of meetings, registers of pupils, etc
• Have an overview of SEND funding and spending, working with the Inclusion Administrator and the Trust Accountant, under the leadership of the DHT
• Recommend staff deployments and ensure that staff provide access to the appropriate resources for pupils: books, specialist equipment, etc
• Analyse school, Trust and national assessment data and feed into Pupil Progress Meetings so that all are clear about progress to date and the next steps
• Work with the EY Leader and DHT to ensure high quality assessment and provision for pupils with SEND in the EY, including an early focus on those whose needs may be undiagnosed
• Be well organised and manage time effectively
• Ensure that clear SEND objectives are submitted for inclusion in the School Improvement Plan (SIP)
• Draw up appropriate short-term and medium-term action plans which apply to pupils in all year groups
• Undertake SEND self-evaluation and contribute to the School Self-Evaluation process
• Report authoritatively on the outcomes of the provision for SEND including to the Executive Headteacher (EHT), CEO, Local Advisers or the Board and be able to articulate a coherent and accurate account of progress during SEND consultancy visits, reviews or inspections
• Coordinate (and chair where required) annual reviews, case meetings etc
• Contribute to the formulation of appropriate policies and procedures

2.5 Engaging with parents

• Maintain good communications with parents/carers, especially for particularly vulnerable pupils, including opportunities for them to provide information and give feedback
• Ensure that parents/carers are fully informed about, and engaged with, the provision for and progress of their children

2.6 Working with external agencies

• Work with external agencies to maximise resources and support
• Make referrals and liaise with external professionals; e.g. educational psychologist, speech and language therapists, specialist teachers
• Submit appropriate requests for EHCPs including transition for pupils to Special School

2.7 Personal commitment as a leader

• Demonstrate high level interpersonal skills in order to develop successful motivated teams
• Demonstrate high level leadership skills including the ability to delegate, prioritise and hold others to account.
• Be well organised and meet deadlines, submitting reports promptly and demonstrating the importance of an effective work life balance
• Demonstrate the ability to critically reflect and self-evaluate
• Be an excellent role model in terms of professional conduct
• Demonstrate personal resilience in the face of challenging circumstances
• Participate in professional development opportunities which support the role of a SENDCO
• Keep abreast of educational developments and best practice in SEND provision and management in order to implement appropriate innovation

2.8 Other

• Work with other SENDCOs across the Trust to share best practice and develop consistent approaches
• Undertake such duties at the discretion of the Executive Headteacher, HoS or DHT as may reasonably be required by the changing needs of the school
• Maintain a positive view of change and be prepared to adapt the role as the Trust grows, matures and evolves
• Understand that the role will receive some part-time administrative support but nevertheless requires considerable further administration and full oversight by the SENDCO.

3 ACCOUNTABILITY AND REPORTING

• Accountable for all elements outlined in the job description
• Reporting to the DHT
• Line managed and appraised by the DHT
• Subject to performance-related pay in line with the Trust’s pay policy
4 LINE MANAGEMENT RESPONSIBILITY

- Direct line management responsibility (including appraisal) – Interim Inclusion Administrator
- Indirect line management (alongside other leaders) – staff working with pupils who have SEND

5 SPECIAL CONDITIONS OF EMPLOYMENT

5.1 Rehabilitation of Offenders Act 1974
- This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
- Appointment is subject to an enhanced DBS (Disclosure and Barring Service) disclosure and any relevant convictions, cautions and reprimands being considered.
- The jobholder must disclose any convictions, cautions or reprimands which have been acquired after DBS clearance has taken place. If this does not occur, the jobholder may be managed in accordance with the Trust's Disciplinary Procedure.
- Further information about the Disclosure and Barring Service is available from www.homeoffice.gov.uk/dbs.

5.2 Health and safety
- The jobholder is required to exercise duty of care by taking responsibility for her/his own health and safety and that of others, who may be affected by their acts or omissions (failure to act).

5.3 Equality and inclusion
- The Trust is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment.

5.4 Safeguarding
- The jobholder is expected to observe her/his obligations in accordance with the Safeguarding Policy and to report any concerns that s/he might have regarding any child’s welfare to the appropriate person.

5.5 Staff code of conduct
- The jobholder is expected to observe the staff code of conduct and be a role model for others.

5.6 Security of information
- The jobholder is expected to observe all legislation and professional guidance in relation to data protection and confidentiality.

5.7 Right to work
- The jobholder must have permission to live and work in the UK.

5.8 Working time
- Full-time – although part-time will be considered
- Required to work 190 pupil days and 5 training days each year – pro rata
- The jobholder is entitled to a break of reasonable length around the middle of each school day
- The jobholder is entitled to leadership time in relation to job responsibility.
- The jobholder is entitled to PPA time as 10% of actual teaching time