

Job Description

Title: Trust Cluster SENDCo

Accountable to: Head teacher of deployed school(s)/Director of Inclusion

Salary: Dependent on experience

Position Overview

You will be working in a group of Trust Schools as the SENDCo. The number of schools will be dependant on the case load of each school. The location of the schools is varied with positions in Chesterfield and Bestwood. You will be supporting the children, staff and families as a SENDCo to ensure that the SEND provision is meeting the needs of all learners. You will join the SLT of the school to ensure that the school offers a truly inclusive education, providing support and challenge to the staff to enable all children to succeed.

Main duties

- Under the direction of the headteacher, determine the strategic development of SEND policy and provision in the school
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Identify a pupil's SEND and co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Support the schools to maintain an accurate and up to date SEND register, provision maps and Pupil Profiles.
- Provide guidance to colleagues on teaching pupils with SEND, and advise on the graduated approach
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Analyse assessment data for pupils with SEN or a disability and provide succinct and clear analysis to data meetings
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Be aware of the provision in the local offer

- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Evaluate whether SEND funding is being used effectively, and propose changes to make use of funding more effective
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Liaise with other schools to ensure continuity of support and learning when pupils with SEND come in to school or transfer to other schools
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability
- 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

General Duties –

- Stay up to date on research, policy changes and national thinking, and share within the school and wider where appropriate.
- Role model outstanding practice
- Attend and proactively contribute to Trust CPL events
- Prepare and review information the governing body/Trust is required to publish
- Contribute/lead INSET for staff
- A commitment to engage in continuous professional development, ensuring a deep understanding of your subject area, national thinking and national policy.

Job Requirements

The following requirements will be assessed through either the Application Form (AF), during the Interview (I) or as part of an Assessment (AST).

| | Essential | Desirable |
|---|-----------|-----------|
| Experience | | |
| Qualified Teacher Status | AF | |
| Currently/recent working in primary education | AF | |
| Hold the national award for SEND | | AF |
| Had experience of being a SENDCo | AF | |
| Been a member of a SLT in a school | AF | |
| Carried out SEND reviews | | I |
| Interpreting data and identifying areas for improvement | I | |
| Providing training and support in areas related to SEND | AF | |
| Presenting information to a variety of audiences | | I |
| Worked with the Nottinghamshire and Derbyshire systems and approaches to SEND | | AF |
| Behaviours | | |
| Excellent communicator | I | |
| Professional and approachable | I | |
| Confident at following through on tasks and resolving enquiries | I | |
| Ability to problem-solve as part of a team or working alone | I | |
| Demonstrates resilience | I | |
| Has a positive attitude | I | |
| Can work collaboratively with others and develop good working relationships | I | |
| Skills | | |
| Excellent verbal communication skills | I | |
| Excellent written communication skills | AF/AST | |
| Excellent planning and organisation skills | I/AST | |
| High degree of attention to detail | AST | |
| Good level of IT skills including MS Office | AF/I | |
| Ability to chair meetings, maintaining a focus on agenda items and summarising actions | | AF |
| Creating reports, analysing data and summarising actions | AST | |
| Attributes | | |
| Demonstrate an understanding of the Flying High Partnership vision and values and how they will/do align themselves | I | |

| | | |
|---|---|------|
| Committed to own continuing professional development | | AF/I |
| Committed to putting children's education first | I | |
| Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school | I | |
| Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability | I | |

Person specification

- Excellent time management and organisation skills.
- Maintain a flexible approach to tasks they are required to undertake.
- Be proactive and maintain motivation to deliver their role.
- Be a team player
- Uphold the Trust Behaviours at all times.
- Self-motivated to read and research relevant information to the role
- Is passionate about inclusion for children with SEND
- Has excellent communication, interpersonal and organisational skills
- Can work effectively without direction
- Has an eye for detail
- Is willing to roll up their sleeves up and get stuck into the wider Partnership activities
- Is resilient