



Job Description

JOB TITLE	SENDCO & Interventions Teacher
PHASE	Secondary
REPORTING TO	Headteacher

Job Purpose

SEND Teachers make the education and well-being of their students their priority and are accountable for achieving the highest possible standards in work and conduct. They act with honesty and integrity; have strong subject knowledge across a range of subjects including Core English and Mathematics; keep their knowledge and skills as teachers up to date and are self-critical; they have strong SEND specific knowledge - skilled in adapting teaching to deliver bespoke learning to individual pupils within a wider group and across a range of year groups; effectively use positive behaviour management techniques; maintain accurate records and SEND paperwork; forge positive professional relationships; work pro-actively with parent/carers and wider health and education professionals in the best interests of their students.

Set High Expectations which Inspire, Motivate and Challenge Students

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and disposition
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
- The SENDCo, under the direction of the Headteacher, will:
- Determine the strategic development of special educational needs (SEND) policy and provision in the school
- Work with the SLT and staff to ensure the best possible outcomes for students with SEND
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision
- to support individual students with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents/carers and other agencies
- Ensure the SEND code of practice is being followed
- Be the Designated Teacher for Children in Care (CiC) and previous Children in Care
- The SENDCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD



Duties and Responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Thinking, Teaching and Learning

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; most able; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- Implement the expectations of Reading and Writing in all areas of school life and expect high levels of pupil oracy and engagement in proficient spoken language.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Implement all Thinking strategies consistently across all areas of school life to a high standard. Be an advocate for Thinking and ensure that you maintain the standards expected of you in this area
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

Strategic development of SEND policy and provision

- Have a strategic overview of provision for students with SEND across the school, monitoring and reviewing the quality of provision



- Contribute to school self-evaluation, particularly with respect to provision for students with SEND
- Make sure the SEND policy is put into practice and its objectives are reflected in the school development plan
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Plan high quality CPD for teaching and non-teaching staff around SEND

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching students with SEND and advise on the graduated approach to SEND support
- Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment
- 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
- Be a key point of contact for external agencies, especially the Local Authority (LA)
- Analyse assessment data for students with SEND
- Implement and lead intervention groups for students with SEND and evaluate their effectiveness

Support for students with SEND

- Identify a student's SEND
- Be integral in the transition process from primary to secondary for students with SEND
- Co-ordinate provision that meets the student's needs and monitor its effectiveness
- Secure relevant services for the students • Ensure records are maintained and kept up-to-date
- Apply for Educational Health Care Plans (EHCP) and Higher Needs Funding (HNF) as appropriate
- Review EHCPs with parents/carers and the students
- Communicate regularly with parents/carers
- Ensure if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student
- Promote the student's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

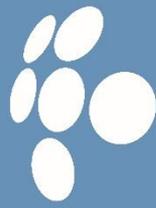


Supporting children in care and children previously in care

- Take a leadership role in promoting the educational achievement of every child in care and previous children in care on our school's roll, and ensuring that their personal, emotional and academic needs are prioritised.
- Contribute to the development and review of whole-school policies and procedures so that they do not unintentionally put Children in Care and previously Children in Care at a disadvantage
- Promote a culture in which children in care and previous children in care are:
 - Prioritised for academic support o Encouraged to actively participate in school life
 - Supported to succeed and aspire to further and higher education or highly skilled jobs
 - Able to take ownership of their learning and have opportunities to discuss their progress
 - Able to discuss difficult issues
- Ensure that the SEND code of practice, as it relates to Children in Care, is being followed
- Where any Child in Care has an Education, Health and Care (EHC) Plan, monitor the student's Personal Education Plan (PEP) to ensure it works in harmony with the EHC Plan to set out how their needs are being met
- Build and maintain relationships with other professionals, in particular the Virtual School Head (VSH) and the Local Authority's SEND department, to ensure the school responds effectively to its students' needs
- Work with relevant professionals, including the VSH, to ensure that they (the Designated Teacher) and other school staff have the skills to identify signs of potential mental health issues among Children in Care and children previously in care, and know how to access further assessment and support where necessary
- Work with relevant professionals, including social workers and school staff, to develop, monitor and review Children in Care pupils' Personal Education Plans

Behaviour and Safety

- Follow the school's behaviour policy, and other policies associated with ensuring the safety and wellbeing of all members of the school community
- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners



- Carry out playground and other duties as directed to support the smooth running of the school as well as pupil safety, wellbeing and social interactions.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures
- To register students, accompany them to assemblies, encourage their full attendance and participation in other aspects of school life.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and wellbeing using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Provide enrichment and extra-curricular opportunities for students to increase their cultural capital
- Make a positive contribution to the wider life and ethos of the school
- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document
- Support with SEND transition from Primary to Secondary phase

Leadership and Management

- 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 development 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 SEND policy and the SEND Information report
- Promote an ethos and culture that supports inclusivity and good outcomes for all students
- Lead and manage the Assistant SENDCo and Learning Support Assistant (LSA) team
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis
- Work collaboratively as part of the Senior Leadership Team
- Actively promote equality of opportunity by working as part of SLT in ensuring the school's curriculum provides the best possible education for all its students, considering ethnicity, gender, SEND, EAL, and emotional needs that may affect learning
- Participate in recruitment and selection, as agreed with the Headteacher



- Carry out leadership and management tasks in accordance with school policy and practice
- Ensure all students with SEND reach their highest possible outcomes
- Oversight of quality of work/provision for students with SEND not in school e.g. absent/at alternative provision etc.
- Oversight of quality of work/provision/curriculum for SEND students accessing alternative in-school provision/on personalised timetables
- Contribute to whole-school curriculum offer for SEND students to ensure stretch and challenge as well as accessibility and the right to a broad and balanced curriculum
- Induction of new staff regarding SEND provision, planning, strategy and SEND register and support
- Delivery of CPD for all staff, as all teachers are teachers of SEND, ensuring regular updates are shared with all teachers and student facing support staff
- Regular review of all SEND strategies for impact/review
- Ensuring finances relating to SEND and Children in Care and children previous Children in Care is requested and received
- Oversight of effective allocation of SEND support staff and quality of in-class support/communications to parents, including parents' evenings in person/virtually
- Work with Trust lead of for SEND to implement Be Your Best Self for students with SEND and be creative and innovative with the SEND strategy to ensure maximum impact for students

Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is "Transforming Life Chances". All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct".
- You will be based at Lodestar Academy. However, you may be asked to work at any of the other academies within the Trust or partner schools and you could be required to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.



- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Child Protection Officer.

Data Protection

- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach, they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.
I understand and agree to the job description of a SENDCO & Interventions Teacher

Name:

Signed:

Date: