



Job Description

Title: Special Educational Needs and Disability Coordinator (SENDCo)

Type of Appointment: Permanent

Start Date: 1st April 2018

FTE: 1 FTE

Salary: UPS & TLR 1a

Reporting to: Deputy Principal

Introduction to the Post

Clyst Vale Community College has a long standing, outstanding reputation for SEND provision. Due to the retirement of our existing SENDCO we now seek to appoint an ambitious and visionary leader who will enrich and further develop this area of the College as it enters a new, exciting and challenging phase.

SENDCo Role

As defined in the SEND Code of Practice, School Teachers Condition of Service Document and College policy documents, the post holder, with the support of the Principal, SLT and Board of Governors, will undertake a strategic and sustained additional responsibility and lead the SEND Department.

In conjunction with the Assistant SENDCo and Lead TA they will ensure all students on SEND support (including those with statements or EHCPs) receive their full entitlement and have access to a relevant curriculum. They will take responsibility for the day-to-day management of provision made by the College for students with SEND / EAL and provide professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all students and the meeting of regulatory requirements.

Purpose of the Post

- Provide a strategic overview of SEND across the College, to include planning, policy writing, advising and supporting other staff.
- Promote high standards and a clear direction for the SEND Department with the context of the whole College vision, in order to contribute to whole College improvement. Reinforce the emphasis that all teachers are teachers of students with SEND.
- Ensure students with additional needs are identified, supported, monitored and offered appropriate interventions if they are not making expected progress.
- Develop the SEND area in line with national guidance and explore new strategies to have a positive impact on students' educational progress.

- Provide professional leadership and management of a significant number of people within the SEND Department.
- Ensure there is consistency within the SEND Department in the implementation of College policies and procedure, in order to ensure that the expectations of students are consistently high.

Key Responsibilities

Strategic Leadership

- Maintain an ethos of high achievement and positive attitudes towards SEND amongst staff and students to maximise achievement.
- Co-ordinate a clear direction for the SEND Department within the context of the College vision and goals, setting a SEND school improvement plan which involves all SEND staff.
- Attend SLT Meetings to disseminate information when required.
- Prepare and manage statutory assessment paperwork and ensure legal and statutory requirements are met for all students with SEND.
- Organise, chair and manage interim and annual reviews.
- Actively engage all subject leaders in effective planning, development and delivery of the Curriculum for SEND students.
- Ensure effective organisation of resources and allocation of staff.
- Ensure external support is commissioned where necessary
- Produce annual SEND information report
- To have oversight of, assess for and complete appropriate paperwork for Exam Access arrangements in conjunction with relevant staff and agencies.
- Have oversight of Medical Needs Policy and ensure effective provision is in place for students with medical needs.
- Contribute to the safeguarding of all students with a particular focus on those with SEND

Effective Vision and Direction

- Ensure effective referrals, assessments and special arrangements are implemented in conjunction with external agencies as appropriate.
- Ensure effective liaison with other schools to ensure continuity of support and learning when transferring students with SEND.
- Produce an annual provision map, and ensure records are kept of how individuals and groups are supported.
- Ensure parents are kept informed of any provision being made, keep parents informed about their child's progress and provide regular opportunities for parents/carers to consult with the College
- Attend planning meetings with the Educational Psychologist and any other professionals to discuss action to be taken for students whose needs are not being met at present.

Supporting Teaching and Learning

- Identify and adopt the most effective teaching approaches for students with SEND.
- Lead, enhance and exercise professional skills and judgements in order to develop and enhance the teaching practice of other staff.
- Support and develop SEND staff by providing regular feedback in a way which recognises good practice and supports progress against appraisal targets.
- Act as a positive role model so that staff, have a clear understanding of quality first teaching
- Ensure effective communication between teaching and non-teaching staff

Monitoring

- Monitor SEND student achievement and progress across the College.
- Work with the designated member of the leadership group to undertake regular evaluation of the work of the department and monitor standards of teaching and progress of students with SEND in line with the College evaluation policy.
- Liaise with the Deputy Principal over the progress of students with SEND and record keeping.
- Ensure robust record keeping and evidence collection systems are used by all staff.

In addition:

- Willingness to undertake the National Award for Special Educational Needs Co-ordinator as required.
- Promote equal opportunities so that all learners achieve their potential.
- Any other duties commensurate to the post.

Classroom Teacher Role

The post holder will adhere to the professional duties of a teacher as set out in the School Teachers' Pay and Conditions of Service document and College policies.

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

Teach allocated students by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge students and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying and differentiating for students in vulnerable groups and for students who are gifted and talented;
- providing clear structures for lessons maintaining pace, motivation and challenge;

- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the College's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
 - ii. make effective use of formative assessment including effective questioning, listening to students and giving attention to errors and misconceptions;
 - iii. select appropriate learning resources and develop study skills through library, ICT and other sources;
- ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support.

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor students' work and set targets for progress;
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents.

Curriculum Development

- Contribute to the College and Subject's planning activities.

Pastoral Duties

- be a form tutor to an assigned group of students (where appropriate);
- promote the general progress and well-being of individual students and of the Tutor Group as a whole;
- liaise with the Pastoral Leader to ensure the implementation of the College's pastoral system;
- contribute to the preparation of Action Plans and progress files and other reports;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;

- contribute to PSD and other cross-curricular themes according to College policy.

Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities;
- demonstrate a commitment to safeguarding and child protection policies
- operate at all times within the stated policies and practices of the College;
- know subject(s) or specialism(s) to enable effective teaching;
- establish effective working relationships and set a good example through presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the College, department and students;
- contribute to the corporate life of the College through effective participation in meetings and management systems necessary to coordinate the management of the College;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools;
- take responsibility for own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors as appropriate.

Additional Criteria

We have an expectation that all staff employed at Clyst Vale Community College will:

- Understand and recognise the principles of equality and diversity
- Commit to the safeguarding and welfare of all students
- Commit to regular and on-going professional development
- Commit to high standards
- Demonstrate and promote good practice in line with the ethos of the College

Important Information

We are committed to providing the best possible care and education to our pupils and safeguarding and promoting the welfare of children and young people, and expect all staff to share this commitment.

As part of our commitment, we need to ensure that all potential employees satisfy our employment checks. Please note that where appropriate, shortlisted and/or potentially suitable applicants will be required to undertake further checks. A satisfactory Enhanced DBS Disclosure (with Barred List check) will be required before the successful candidate can commence employment at Clyst Vale Community College.

To Apply

Your letter of application should be submitted before 12 noon on the closing date.

Please complete an Application form (obtained from our website) and email this to personnel@clystvale.org.

Or post to:

Mareena Anderson-Thorne
Personnel Officer
Clyst Vale Community College
Broadclyst
Exeter
EX5 3AJ

Questions?

For further information about this post please contact Mareena Anderson-Thorne,
Personnel Officer:

Email: andersonthornem@clystvale.org

Phone: 01392 463925