



Job Description

Post Title:	Associate Assistant Headteacher- SENDCo
Postholder:	Teacher
Responsible to:	AHT Inclusion
Liaising with:	Headteacher, SLT, all teaching & support staff as required
Salary Grade:	Leadership Scale 7-11

The person appointed will be an ambitious leader with a clear vision of what an outstanding SEND Department will look like and will have the talent to deliver on this vision. It is an exciting opportunity to shape the SEND policy and provision within the school, wider community and have a direct impact on the education and progress of our students. You will work as part of the extended leadership team in the decision-making and leadership of SEND, to promote relevant school policy and accept full responsibility for SEND across the school.

General Responsibilities

The SENCO, under the direction of the Assistant Headteacher will:

- Determine the strategic development of special educational needs (SEND) policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will also be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

Duties and responsibilities

- Strategic development of SEND policy and provision to ensure needs of students are met and enable them to successfully access an ambitious curriculum and progress to secure future pathways.
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND or a disability
- Make sure the SEND policy is put into practice and its objectives are reflected in the school improvement 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
- To lead on the assessment of the learning needs of SEND students at risk of underachieving and provide pathways to develop students through intervention and staff development

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' 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 pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness
- Work with staff to develop effective ways of bridging barriers to learning through:
 - assessment of needs
 - monitoring of teaching quality and pupil achievement
 - target setting - IEPs, or Provision Maps, PSP, CAF
 - keeping accurate records.



Support for pupils

- Identify a pupil's Special Education/Additional Needs
- Co-ordinate provision that meets the pupil's needs and monitor its effectiveness
- Secure relevant services for the pupil to support their academic and personal development
- Ensure records are maintained and kept up to date
- Ensure that accurate ANP are developed and maintained for students
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Coordinate/Oversee provision for LAC students including direct support and liaising with designated member/s of staff for looked-after children.
- Coordinate/Oversee provision for EAL students where appropriate including liaising with designated member/s of staff around this provision.
- Provide key support to the existing transition programmes
- Attend Year 6 Annual Reviews for primary pupils with statements to help facilitate continuity and progression through the development of a transition programme.
- Liaise with all Seaford Primary Schools requiring advice about provision.

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 improvement plan and whole-school policy
- Implement and review impact of support for SEN students.
- Identify training needs for staff and how to meet these needs
- Develop, implement and support strategies for Quality First Teaching around SEN
- Lead INSET/CPD for staff
- Share and maintain procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Support Seaford Schools Partnership
- Line Manage SEND Administrator
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Other Specific Duties:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To actively promote the School's corporate policies
- To continue personal development as agreed
- To engage actively in the performance management review process
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers
- Employees are expected to adhere to the School dress code presenting a professional image to students, parents, governors and the wider community
- The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

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

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Headteacher :..... Date:

Postholder:..... Date:.....

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> ➤ Qualified teacher status [this is a requirement under the SEND Code of Practice] ➤ National Award for SEN Co-ordination [this is a requirement under the SEND Code of Practice] ➤ Degree [subject specific preferable] ➤ Exams Access Arrangements Qualification [or willingness to complete]
Experience	<ul style="list-style-type: none"> ➤ Teaching experience [up to Key Stage 4 preferable] ➤ Experience of working at a whole-school level ➤ Involvement in self-evaluation and development planning ➤ Experience of conducting training/leading INSET ➤ Experience of line managing staff
Skills and knowledge	<ul style="list-style-type: none"> ➤ Sound knowledge of the SEND Code of Practice ➤ Understanding of what makes 'quality first' teaching, and of effective intervention strategies ➤ Ability to plan and evaluate interventions ➤ Data analysis skills and the ability to use data to inform provision planning ➤ Effective communication and interpersonal skills ➤ Ability to build effective working relationships ➤ Ability to influence and negotiate ➤ Good record-keeping skills
Personal qualities	<ul style="list-style-type: none"> ➤ Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school ➤ Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability ➤ Ability to work under pressure and prioritise effectively ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding and equality ➤ Ability to engage and support young people with SEN.