

MATRIX ACADEMY TRUST
Job Description – Secondary SENDCO

Reports to:	Senior Leadership Team
Main Purpose:	<ul style="list-style-type: none"> • (in addition to that expected of the classroom teacher) • Determine the strategic development of special educational needs (SEN) policy and provision in the school in conjunction with leadership • 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 • Provide professional guidance to colleagues, working closely with staff, parents and other agencies • Fulfill all legal expectations of the SEN Code of Practice
Main Activities:	<p>Strategic development of SEN policy and provision</p> <ul style="list-style-type: none"> • 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 SEN or a disability • Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan • Maintain an up-to-date knowledge of national and local initiatives which may affect the school’s policy and practice • Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective <p>Operation of the SEN policy and co-ordination of provision</p> <ul style="list-style-type: none"> • Maintain an accurate SEND register and provision map including the local offer • 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 • 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, including the local authority • Analyse assessment data for pupils with SEN or a disability • Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness <p>Support for pupils with SEN or a disability</p> <ul style="list-style-type: none"> • Identify pupil’s SEN or disability

	<ul style="list-style-type: none"> • Co-ordinate and deliver quality provision that meets the needs of SEN pupils and monitor outcomes • Secure and monitor relevant services for the pupil • Ensure records are maintained and kept up to date • Review education, health and care plans with parents or carers and the pupil • Communicate regularly with parents or carers • Ensure that if the pupil transfers to another school or Post-16 provider, all relevant information is conveyed 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 • Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability <p>Leadership and management</p> <ul style="list-style-type: none"> • Work with the Headteacher and Trustees to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements • Work in collaboration with the pastoral team to support and monitor pupils with SEN • Prepare and review information the school is required to publish • Ensure SEND is evident in the school improvement plan and monitor outcomes • Identify training needs for staff and how to meet these needs • Lead INSET for staff • Share 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 • Liaise with staff to lead and manage Learning Support Assistants working with pupils with SEN or a disability • Develop a whole school report for SEND including policy development and staff training
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Additional Duties:	<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example • To teach quality lessons • Safeguard the health and safety of self and others in accordance with the school's Health and Safety policy • Any other duties as directed by the Headteacher

This job description may be amended at any time, following consultation between the Headteacher and postholder. These are broad descriptions of the types of duties/activities expected of the post and are not an exhaustive list.

The Headteacher retains the right, as a condition of your employment, to require you to undertake such other duties as may reasonably be expected of you in this post, as specified by School Teachers Pay and Conditions Document not mentioned in the above. These duties will correspond to the general character of the post and are commensurate with its level of responsibility.

Postholder Name: Date:

Postholder Signature: Date:

Person specification

CRITERIA	QUALITIES	ESSENTIAL/DESIRABLE
Qualifications and training	<p>Qualified teacher status</p> <p>National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment [this is a requirement under the SEND Code of Practice]</p>	<p>Essential</p> <p>Desirable</p>
Experience	<p>Teaching experience [a minimum number of 3 years' experience]</p> <p>Experience of working at a whole-school level</p> <p>Involvement in self-evaluation and development planning</p> <p>Experience of conducting training/leading INSET</p>	<p>Essential</p> <p>Desirable</p> <p>Desirable</p> <p>Desirable</p>
Skills and knowledge	<p>Sound knowledge of the SEND Code of Practice</p> <p>Understanding of what makes 'quality first' teaching, and of effective intervention strategies</p> <p>Ability to plan and evaluate interventions</p> <p>Data analysis skills, and the ability to use data to inform provision planning</p> <p>Effective communication and interpersonal skills</p> <p>Ability to build effective working relationships</p> <p>Ability to influence and negotiate</p> <p>Effective record-keeping skills</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>

Personal qualities	Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	Essential
	Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	Essential
	Ability to work under pressure and prioritise effectively	Essential
	Commitment to maintaining confidentiality at all times	Essential
	Commitment to safeguarding and equality	Essential