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**SENDCo**

**Recruitment Pack**

**JOB DESCRIPTION**

**JOB TITLE: Special educational needs co-ordinator (SENCO)**

**RESPONSIBLE TO:** Principal

**RESPONSIBLE FOR:**  Inclusion department

**START DATE:** Easter/ September start

**CONTRACT TYPE:** Permanent

**SALARY:** MPS/UPS + TLR 2C 8,279 per annum

Starting salary to be confirmed upon appointment, subject to experience.

**PLACE OF WORK:** Pimlico Academy, Lupus Street, London SW1V 3AT

**RIGHT TO WORK:**This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations will be required in accordance with the statutory guidance

**STAFF BENEFITS:**Future Academies recognises its employees as the most important asset and critical to its success. To demonstrate this all staff are offered the following benefits:

* A supportive ethos and concern for the well-being of all colleagues.
* Excellent CPD opportunities and career progression.
* Employer Contributions to Local Government or Teachers Pension Scheme.
* Cycle to work scheme.
* Employee Assistance Programme.
* Eye Care Voucher scheme.
* Car Benefit Scheme
* Two week October half term

**PROBATION PERIOD:** The post holder will be required to complete a 4-month probation

period.

**PURPOSE OF THE ROLE**

Lead responsibility for assessing, planning for and monitoring the progress of children with special educational needs and disabilities (SEND). Leading on the design and implementation of appropriate interventions before, during and after the school day.

**MAIN RESPONSIBILITIES AND TASKS**

RESPONSIBILITIES

• Designing and delivering the school’s Special Educational Needs strategy in line with the Academy vision and development plan, working closely with the Trust Director of SEND.

• Support the vision and direction for SEND provision and oversee the day–to-day operation of the school’s SEND policy within the Academy and in reference to the SRP, the LCC.

• Organise, manage and lead a team of SEND Teaching Assistants and other relevant professionals, so that all pupils have access to the curriculum and are able to make good academic progress.

• Be accountable for provision mapping for pupils with SEND, leading the assess-plan-do-review cycle.

• Oversee the EHCP application process, ensuring that pupils who need additional support and funding have access to this.

• Monitor the effectiveness of SEND provision across the school with confidence and co-ordinate a multi-agency approach.

• Liaising with external professionals such as speech and language therapists, social workers or educational psychologists.

• Monitor the progress and attainment of pupils with SEND, identifying where pupils need additional support and designing that support alongside teachers.

• Planning a programme of SEN continuous professional development for all staff.

• Establish an effective partnership with parents/carers and external agencies to meet the needs of SEND pupils.

• Monitoring and evaluating the progress of SEN children and making recommendations.

• Responsible for organising and chairing SEN annual review meetings.

• Coordinating alternative exams arrangements and provisions for SEN children.

• Identify and assess pupils who may have SEND, ensuring that curriculum provisions meet their needs.

• Implement learning and behaviour strategies, in response to individual pupil needs.

• Support incoming Year 7 pupils, including undertaking a transition programme for a small number of pupils with addition needs.

• Provide regular information to the Headteacher and Governing Body on the effectiveness of provision for pupils with SEND, to inform decision making and policy review.

• Support all staff to understand the needs of pupils with SEND and ensure staff are able to meet those needs in their classroom and/or in small group and 1:1 support.

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| **Daily** | **Weekly** | **Half -Termly** | **Termly** | **Annually** |
| Check in with the inclusion team  Maintain visibility around school, including within classrooms  Know which pupils with SEND are absent  Check through suspension paperwork  Attend re-integration/return from suspension meetings for pupils with SEND | Attendance meeting  Learning walks with a specific focus (i.e. the Five-a-day statements)  Parent surgery slots of 20 minutes  Pastoral meetings  Staff surgery slots  Review staff and parental feedback forms  Review EHCP forms, CAMHs referrals or any external communication | Observe and feedback to teachers including trainees  Identify key pupils for key working, attendance monitoring, etc via data analysis and staff feedback  Meet with your Careers and Enrichment Officer  Meet with the reading/literacy/phonics/numeracy leads to discuss the intervention offer and the progress of pupils within those interventions  Review pre and post-intervention assessment data  Check on monitoring list pupils | Meet with the Finance Business Manager  Observe and feedback to TAs  Learning walks with middle leaders (i.e. HODs) and senior leaders, with actions agreed as follow-up  Pupil review meetings, including pupil and parent voice activities  Review the progress of pupils within interventions and adapt provision accordingly  Observe and feedback to Early Career Teachers  Meet with the SEND Link Governor  A termly parent coffee morning  Review of SEND register post data drop (Assessment and NGRT) | Annual reviews  Oversee Year 7 transition programme  Oversee post-16 transition programme  Oversee Access Arrangements assessment |

OTHER

• To promote the aims, values and ethos of the trust and uphold the trust Data/GDPR policy.

• To adhere to all Academy policies and procedures.

• To participate in any appropriate meetings with colleagues and parents.

• To participate in performance management arrangements with the Trust.

• To attend training courses as required and lead by example on CPD.

• To observe and promote Equalities across the Trust.

• To be responsive to school/ needs, demonstrating speed of response through own actions and proactively proposing ideas and solutions.

• To carry out any other duties appropriate to the post as required.

No job description can be entirely comprehensive, and roles develop organically over time. The post holder will be expected to adapt and carry out such duties as may be required.

**PERSON SPECIFICIATION**

|  |  |
| --- | --- |
| criteria | qualities |
| **Qualifications  and training** | Qualified teacher status  National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment  Degree |
| **Experience** | Teaching experience  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** | 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** | 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 |

**APPLICATION PROCESS**

1. **Applying for the role**

To apply for the post, please visit our website - [Vacancies - FaceEd (face-ed.co.uk)](https://futureacademies.face-ed.co.uk/vacancies)

Applicants should complete the online application form via FaceEd. Applicants should also complete the ‘Personal Statement’ section of the online form to the best of their ability and use this section to demonstrate how they meet the requirements set out in the person specification. Please ensure specific examples are included.

1. **Interview Process**

The interview process will take place as soon as possible after shortlisted has been completed. The interview will include a formal interview and may include practical tasks related to the knowledge and skills required for the role.

1. **Notification & Feedback**

Candidates that have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached.

Unsuccessful candidates will be given the opportunity to receive professional feedback.

1. **Additional information**

For further information please email [HREnquiries@futureacademies.org](mailto:HREnquiries@futureacademies.org) and a member of the HR team will contact you.

1. **Safeguarding**

As an educational trust, Future Academies is committed to the safeguarding and promotion of the welfare of all children and young people. Therefore, the Trust expects all members of staff and volunteers to share in this commitment. An ‘Enhanced Disclosure and Barring Service’ check and a ‘Barred List’ check is required for this role.