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| Responsible to: | Senior Deputy Headteacher (Director of Inclusion) |
| Responsible for: | Developing a clear strategic focus which will ensure high-quality provision and outcomes for pupils with special educational needs and disabilities (SEND). |
| Salary: | Leadership Scale: L6 – L12 (Depending upon experience) |
| Contract length: | Permanent |

Purpose of the Role:

The post holder will be responsible for developing a clear strategic focus which will ensure high-quality provision and outcomes for pupils with special educational needs and disabilities (SEND). The role will involve ensuring that we meet all our statutory duties in relation to SEND and you will have a strategic oversight of Education, Health and Care Plans (EHCPs). Working alongside our Director of Inclusion (Senior Deputy Headteacher) you will ensure that our SEND provisions and systems deliver the very best outcomes for our SEND cohort.

A key role for the post holder will be to develop our early identification processes and the effectiveness of the graduated response at SEND Support. This will involve working very closely with staff, students, families and external agencies. We believe that excellent classroom practice is at the heart of great outcomes for the youngsters we serve. Therefore, we expect that the successful candidate will play a crucial role in developing the quality and effectiveness of teaching.

The SENDCO will also lead on addressing attendance, engagement and participation barriers experienced by pupils with SEND, ensuring that inclusive practices promote positive outcomes and equity across the school.

Main Tasks and Responsibilities:

Principal Duties

- To uphold and develop the school's vision and values and communicate these compellingly.
- To be a fantastic role model for students.

Strategy and Compliance

- Alongside the Director for Inclusion (Senior Deputy Headteacher), you will provide strategic leadership for inclusion and SEND.
- Lead the development, implementation and evaluation of the school's SEND and Inclusion Strategy, ensuring alignment with whole-school priorities.
- Ensure inclusive practice is embedded consistently across all phases and subjects.
- Ensure full statutory compliance with the SEND Code of Practice, Equality Act 2010 and all relevant legislation.
- Provide strategic leadership and quality assurance of Education, Health and Care Plans (EHCPs), ensuring provision is appropriate, timely and impact-driven.
- Ensure that statutory consultation, review timelines and access arrangements are met and implemented effectively.
- Ensure the school's Accessibility Plan meets the requirements of the Equality Act 2010, is implemented effectively and reviewed regularly.

Main Tasks and Responsibilities:

- Ensure the SEN Information Report is accurate, accessible and compliant with the Special Educational Needs and Disability Regulations 2014 and the Children and Families Act 2014.
- Work in partnership with the local area to implement local SEND strategy, promote the local offer and support pupils with SEND and their families to access appropriate provision.
- Monitor, evaluate and report on the effectiveness of SEND and inclusion provision to SLT and governors.
- Contribute to self-evaluation, school development planning and governance reporting in relation to inclusion and SEND.
- Remain informed of national and local developments in SEND and inclusion and adapt practice accordingly.

Quality of Provision

- Ensure high-quality, inclusive provision through strong systems, effective practice and robust quality assurance.
- Strengthen whole-school systems for the early identification of SEND, including the use of screening and diagnostic assessments.
- Lead and embed an effective graduated response at SEND Support, ensuring robust assess–plan–do–review cycles.
- Ensure that specialist advice is implemented effectively by the wider SEND team and that reasonable adjustments are made in line with statutory guidance.
- Lead the embedding of Ordinarily Available Inclusive Provision (OAIP) across all phases.
- Quality assure classroom practice, working closely with the Quality of Education team to ensure OAIP and inclusive strategies are consistently implemented and impactful.
- Support staff to adapt teaching and learning through high-quality, evidence-informed inclusive practice.
- Monitor the impact of interventions and provision using data and evaluation to inform next steps.
- Oversight of Access Arrangements for students with SEND.
- Work closely with the Director of Inclusion and the examinations teams to ensure access arrangements for internal and external assessments meet pupils' needs.

Impact on Pupils

- Ensure strong outcomes, engagement and wellbeing for pupils with SEND.
- Ensure that the work of the SEND team leads to improved academic, social and emotional outcomes for pupils with SEND.
- Lead on identifying and addressing barriers to attendance, engagement and participation for pupils with SEND.
- Work collaboratively with pastoral teams, families and external agencies to improve attendance, engagement and inclusion.
- Promote inclusive approaches that support pupils' wellbeing, behaviour and sense of belonging within the school community.
- Use pupil-level data, attendance information and qualitative evidence to evaluate impact and drive continuous improvement.

Staff Leadership and Partnership Working

- Line manage relevant staff, including the TA team and SEND Team TLR holders, overseeing induction and attendance management processes, and oversee quality of teaching and support.
- Oversee our Enhanced Mainstream provision, ensuring effective deployment of staff, high-quality practice and positive pupil outcomes.
- Foster strong partnerships with parents/carers and external professionals to support pupils with SEND effectively.
- Lead and facilitate professional development for teachers related to inclusive practice, in conjunction with the Deputy Headteacher (Curriculum).
- Lead and facilitate professional development for support staff, including Learning Support staff related to inclusive practice.

Main Tasks and Responsibilities:

In your teaching role

- To communicate infectious enthusiasm for your subject and a passion for every student to fulfil their potential whatever their starting point and level of ability.
- To fulfil the expectations of the Teacher Standards in the context of being a teacher as part of a Subject team.
- To implement and deliver an appropriately broad, balanced, relevant curriculum to meet the needs of all students.
- To monitor and support the overall progress and development of students as a teacher.
- To contribute to raising standards of student progress and attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- To regularly set homework tasks in line with the homework policy and to hold students to account for its completion
- To provide, or contribute to, oral and written assessments, snapshot reports and references relating to individual students and groups of students.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and independent study.
- To undertake assessment of students, underpinned by the principles and practice of effective formative assessment and as requested by external examination bodies and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

General duties

- To play a full part in the life of the school community by supporting its distinctive aims and values and to encourage students to follow this example.
- To promote and actively comply with the school's policies, including the Health and Safety policy.
- To liaise with the Health and Safety team and take part in the annual risk assessment process. This involves identifying potential hazards, assessing the risks associated with these hazards, and implementing measures to control or mitigate these risks.
- Carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation.
- To provide cover supervision/curriculum support where necessary.
- To organise and take part in extra-curricular provisions as relevant.
- Take part in regular training including Safeguarding and termly cyber security awareness training.
- To attend school and relevant wider based training sessions as required or necessary.
- To attend team meetings and undertake duties and responsibilities as directed by the Headteacher.
- Maintain confidentiality regarding handling of sensitive data pertaining to students, staff, or school related matters to ensure the integrity of all data held in the school.

Notwithstanding the detail in this job description, the job holder will undertake such work as may be determined by the employee's line manager / Headteacher from time to time, up to or at a level consistent with the principal responsibilities of the job.

Signed :

Date: