



Students First
OUTWOOD
GRANGE ACADEMIES TRUST

Job Description

Job Title: SENDCo

Reporting to: Vice Principal, Deep Support

Grade: L1 to L5

Accountable for: Inclusion Co-ordinator

Overall purpose of the post:

Ensure that the academy presents a fully inclusive environment where no child is disadvantaged because of a special educational need, disability or medical condition.

To lead, manage, develop and maintain high quality SEND provision, which enables high quality first teaching, excellent learning outcomes and success for all students.

To liaise with professionals from outside agencies to secure the best care and outcomes for students.

Main duties and responsibilities:

- To have a teaching workload to be a role model in quality first teaching
- To lead and direct on strategies for students with complex needs;
- Management of identified staff by the Principal;
- To be a member of the Senior Leadership Team;
- Have responsibility for all aspects of SEND education and welfare in the Academy;
- To ensure that SEND is represented in whole school policies, procedures and development planning;
- To deliver a strategic direction for the development and evaluation of SEND provision;
- To provide advice, support and training to all staff to ensure that the statutory responsibilities within the SEND Code of Practice are met;
- To keep up to date with new legislation, research and initiatives in order to promote best practice and ensure compliance;
- To contribute to identification, assessment and monitoring procedures to ensure all students achieve and make significant and continuing progress;
- To promote inclusion, progress and achievement for all students;
- Liaise with other professionals and lead/attend Local Authority Panel meetings, CP, LAC, CIN and TAC meetings, where necessary;
- Provide specialist advice and support to students and their families;
- Ensure the academy is following JCQ regulations through quality assurance of Exam Access Arrangements and qualified Assessor outcomes;
- Manage the audit of files by JCQ inspectors;

- To monitor and evaluate the impact of support and intervention for individual students;
- Use software and systems effectively, keeping information up to date;
- Ensure behaviour care plans and personalised timetables etc., are appropriate and effective;
- Deliver specialist training to parents, educational providers and professionals from other agencies to promote inclusive practice;
- Liaise with parents, voluntary organisations, and other services/agencies to ensure information is effectively and appropriately shared;
- Contribute and support in the process of early identification, assessment and provision in line with SEND Code of Practice;
- Monitor quality first teaching through observation, talking to children and analysing data;
- Monitor exclusions data to advise on any appropriate teaching strategies and/or reasonable adjustments;
- Provide effective feedback, support and advice to raise the standards and expectations of students;
- Research, develop and share best practice with respect to inclusion and raising attainment within specialist area;
- Advise on access to specialist equipment (assistive technology and adaptations) and resources including requesting orders and ensuring all specialist equipment is maintained and used correctly;
- Demonstrate the effectiveness of SEND provision and a further requirements to the Principal;
- Prepare advice and information materials for parents, staff and other agencies.

Additional Responsibilities

- Dealing with any immediate problems or emergencies according to the Academy's policies and procedures
- Respect confidential issues linked to home/students/teacher/academy work following the Trust's Data Protection and Freedom of Information Policy;
- Fire Marshall duties in the case of Fire and/or Emergency Evacuation were applicable
- To comply with the Academy's Child Safeguarding Procedures, including regular liaison with the Academy's Designated Child Safeguarding Person over any safeguarding issues or concerns;
- To comply with the Academy policies and procedures at all times.
- Undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

Personal Contacts

External: Contractors, suppliers, parents, external agency professionals, other government and local authority staff, other staff from academies and schools.

Internal: Students, staff, Board and Academy Council members, parents and any other visitors to the Academy