

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 • 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 • 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 • 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 a pupil's SEN

	<ul style="list-style-type: none"> • Co-ordinate and deliver provision that meets the pupil's needs, and monitor its effectiveness • Secure relevant services for the pupil • Ensure records are maintained and kept up to date • Review the education, health and care plan 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 provision, 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 • 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 head teacher and governors 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 governing board is required to publish • Contribute to the school improvement plan and whole-school policy • 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 phase leaders and class teachers to lead and manage teaching assistants working with pupils with SEN or a disability
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 • 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:

MATRIX ACADEMY TRUST
Person Specification – SENDCo

Factors	Essential or desirable	Measured by A – application S - selection method I - interview
Qualifications		
Qualified Teacher Status	E	A
Relevant degree in subject area or related area	E	A
Further professional development in pastoral care	D	A
Ability to teach ages 11-16	E	A/I
Ability to teach Post 16 (for schools with Sixth Form)	D	A/I
NASENCO qualification	D	A
Leadership		
Take a proactive role in supporting the leadership team in driving whole school priorities and improvement actions.	E	A/S/I
Ability to plan for effective implementation of changes which will secure stronger pupil outcomes.	E	A/S/I
Be accountable for their areas of responsibility.	E	A/S/I
Ability to lead and manage their team so everyone performs to their best, taking decisive action when underperformance dips.	E	A/S/I
Develop their team so that they are always 'growing the next layer'.	E	A/S/I
Collaborate with leaders from across their school and other trust schools.	E	A/S/I
Membership of relevant organisations related to SEND matters, e.g. NASEN	D	A
Abilities		
Up-to-date knowledge of SEND, including: what constitutes quality first provision, legal frameworks, systems and processes, use of external agencies and communication with local authorities.	E	A/S/I
Ability to synthesise information from a variety of sources so that teachers have a useable amount of information to inform their planning to meet the needs of SEND pupils.	E	A/S/I
Ability to form strong relationships with pupils and parents and carers without undermining the authority of their role and the school.	E	A/S
Knowledge of what action to take to remedy negative behaviour and when to act decisively.	E	A/S/I
Ability to communicate effectively with parents and carers.	E	A/S/I
Ability to create a learning environment that allows pupils to focus on learning.	E	A/S

Ability to clearly instruct pupils, checking prior knowledge, imparting new knowledge and thoroughly checking they have 'got it' before moving on.	E	A/S
Has up to date subject knowledge.	E	A/S/I
Has to date subject pedagogical knowledge (how to teach their subject).	E	A/S/I
Ability to identify misconceptions, unpick them and then teach pupils so they have a better understanding.	E	A/S
Can motivate pupils by having them maintain a high success rate.	E	A/S
Ability to assess pupils accurately, use this information to adapt their planning and guide pupils to improve their understanding.	E	A/S/I
Ability to reflect on their teaching and precisely identify how they can make their teaching even better.	E	I
Know the legal requirements, policies and guidance on safeguarding.	E	I
A track record of strong pupil outcomes.	E	A
Practical Skills, Personal Qualities and Behavioural Attributes		
Excellent communication, planning, organisational, listening and time management skills.	E	A/S/I
Commitment to regular and on-going professional development and training to establish effective classroom practice.	E	A/I
Collaborate with practitioners from their school – and beyond – to design and implement an ambitious, well sequenced and well resourced curriculum.	E	A/I
Work effectively alone and as a part of a team.	E	A/I
Develop positive relationships and act as a role model to staff and students.	E	A/S/I
Resilience, motivation and commitment to driving up standards of achievement.	E	A/S/I
Uphold all teacher standards, including abiding by relevant legislation and following policies and procedures of the school/trust.	E	A/S/I