**SEND LEAD**



**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **Job Title: SEND Lead**  **Salary: Main or upper pay range + TLR 2.2**  **Line Manager: The headteacher, deputy headteacher and the governing body**  **Supervisory: Supervision of the work of teachers and classroom assistants** |  |

**Main Purpose of the job:**

* Continue to raise achievement for all our SEN and vulnerable pupils
* Demonstrate outstanding teaching performance
* To work closely with the headteacher, senior management team and colleagues in the strategic development of the school’s SEN provision
* Lead and deliver interventions to support pupils and raise achievement
* Oversee day to day operation of SEN provision

**Duties and responsibilities**

All teachers are required to carry out the duties of a school teacher as set out in the current *School Teachers Pay and Conditions* document. At this school the following areas have been highlighted as being of particular importance.

**Strategic Direction of SEN provision in the School**

* Exercise a key role in assisting the headteacher, other senior staff and governors with the strategic development of SEN policy/provision and contribute to the school improvement plan.
* Support all staff in understanding the needs of SEN pupils and ensure the objectives to develop SEN are reflected in the school development plan
* Monitor progress of objectives and targets for pupils with SEN from teachers’ plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements.
* Analyse and interpret relevant school, local and national data and advise the headteacher on the level of resources required to maximise achievement
* Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision

**Teaching and Learning**

* Be a leading practitioner in meeting the needs of SEN children within a whole class context
* Work with the headteacher and staff to develop effective ways of bridging barriers to learning through assessment of needs, target setting, developing a recording system for progress
* Support teachers and learning support staff in the identification of the most effective teaching approaches for pupils with SEN
* Monitor teaching and learning activities to meet the needs of pupils with SEN
* Deliver small group support and interventions to pupils with SEN
* Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN

**Leadership and Management**

* Ensure that all legal and statutory requirements are met for SEN pupils
* Lead on EHAs where learning is a barrier
* Provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance, modelling teaching, coaching and mentoring
* Provide training opportunities for learning support staff and teachers to learn about SEN
* Disseminate good practice in SEN across the school
* Identify resources needed to meet the needs of pupils with SEN; advise the leadership team of priorities for expenditure and manage the SEN budget
* Attend Senior Management and Pupil Progress meetings
* Hold regular meetings with teachers and learning support assistants
* Develop links with other professionals, agencies, governors and neighbouring schools
* Play a key role in maintaining the school provision map
* Contribute to the performance management process for teaching assistants
* Monitor the impact of interventions
* Ensure the school website is compliant in SEN matters
* Co-ordinate application for and of special arrangements in external examinations eg KS2 SATs
* Act as a DSL
* Oversee administration of the Medication Policy and be the key person for medication coordination.

**Recording and Assessment**

* Set targets for raising achievement among pupils with SEN
* Collect and interpret specialist assessment data
* Set up systems for identifying, assessing and reviewing SEN
* Update the headteacher and governing body on the effectiveness of provision for pupils with SEN
* Develop understanding of learning needs and the importance of raising achievement among pupils
* Keep parents and carers informed about their child’s progress

**Professional Development**

* Participate fully with arrangements made in accordance with Performance Management Regulations
* Attend staff training sessions
* Keep up to date with relevant developments in the area of SEN to ensure these are reflected in the school policies and procedures
* Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and well-being, refining your approaches where necessary
* Be responsible for your own continuous professional development and participate fully in training and development opportunities identified by the school or as developed as an outcome of your performance management

**PERSON SPECIFICATION**

**Purpose of the job**

The SEND lead is required to carry out the duties of a teacher as set out in the School Teachers’ Pay and Conditions document and the Teachers’ Standards.

**Overall responsibility**

* To lead, manage, develop and maintain high quality SEN provision which enables quality teaching, excellent learning outcomes and success for all pupils
* To model effective teaching, to coach and train colleagues and to teach, as appropriate, across the school
* To keep all aspects of paperwork including records and policies up-to-date and actioned as appropriate

|  |  |
| --- | --- |
| **Selection criteria** | |
| **Qualifications and experience** | * Qualified teacher status * National Qualification for Special Educational Needs Co-ordination or willingness to work towards this * Further specialist training in an aspect of SEN, eg ASD, SpLD * At least 3 years successful teaching experience within the primary age range * Evidence of sound knowledge of effective quality first teaching and intervention strategies * Demonstrable experience in working collaboratively with parents, colleagues, governors and local community * Experience of monitoring and evaluating effective teaching and learning * Proven experience in effective liaison with a range of outside agencies |
| **Professional knowledge and understanding** | * Knowledge and understanding of the expectations within the EYFS and National Curriculum and new assessment procedures * Knowledge and understanding of current developments and best practice in SEN legislation and all aspects of inclusion and pastoral care * Knowledge of the range and types of interventions available * Confident use of ICT, including classroom technologies * The effective management of provision for SEN * Understanding of child protection procedures and safeguarding children * Attend regular Local Authority SENDCO meetings |
| **Abilities and skills** | * Ability to lead teaching and learning, model outstanding provision to meet needs of all learners and coach others to meet required standard * Ability to use performance data to inform provision mapping and planning * Ability to lead and manage people to work effectively, both individually and in teams * Produce and review EHC plans and other statutory documents * Ability to deal sensitively with people * Show excellent time and management skills and analyse, prioritise and meet deadlines * Ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills * Ability to organise work effectively, prioritising and managing time, working under pressure to meet deadlines and setting personal goals * Ability to promote the learning ethos of the school, supporting our vision for excellent education which develops happy, confident, successful and caring global citizens * Ability to ensure environments within the school are welcoming, inclusive and fully supportive of all children achieving their very best * Ability to work with outside agencies, completing a wide range of referral forms needed to access the correct support for children. |
| **Personal qualities** | * A commitment to inclusive education and a willingness to respond to the needs of all learners * Ambition, energy, enthusiasm, determination and drive to develop your role * Reliability, resilience, professionalism and integrity |