

Job Title:	SEND Lead
Area of Responsibility:	Teaching & Learning
Reports to:	Headteacher/Executive Principal
Based:	Springfield Community Primary School
Contacts:	Pupils, Staff, Parents, Visitors, Outside Agencies, Other PAF Staff
Classroom Commitment	
<p>Role Summary: Key Accountabilities in addition to those of a Main Scale Teacher – Please also refer to the Job Description for Class Teacher.</p> <p>Job Purpose</p> <p>To work closely with the head teacher, senior management and colleagues in the strategic development of the school's Special Educational Needs (SEN) policy and oversee the day-to-day operation of that policy with the aim of raising SEN pupil achievement</p>	
<p>Areas of Responsibility and Key Tasks</p> <p>1. Strategic Direction and Development of SEN Provision in the School (with the support of, and under the direction of the head and leadership team)</p> <ul style="list-style-type: none"> • Exercise a key role in assisting the head teacher and governors with the strategic development of SEN policy / provision • Support all staff in understanding the needs of SEN pupil 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 head teacher 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 <p>2. Teaching & learning</p> <ul style="list-style-type: none"> • Support the identification of and disseminate the most effective teaching approaches for pupils with SEN • Work with head teacher and staff to develop effective ways of bridging barriers to learning through: <ul style="list-style-type: none"> - Assessment of needs - Monitoring of teaching quality and pupil achievement - Target setting, including IEPs - Developing a recording system for progress • Collect and interpret specialist assessment data to inform practice • Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies • Work with head teachers, teachers, key stage coordinators and pastoral staff to ensure all pupils learning is of equal importance and that there are realistic expectations of pupils • Consider the range of teaching strategies / equipment that could be utilised for pupils at School Action Plus <p>3. Leading and managing</p> <ul style="list-style-type: none"> • Provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings • Contribute to the performance management process SEN teachers and Support Assistants 	

- Advise on and contribute to the professional development of staff, including whole school INSET provision
- Provide regular information to the head teacher and governing body on the evaluation of SEN provision

4. Effective deployment of staff and resources

- Advise the head teacher and governing body of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies

5. Other professional requirements

- Co-ordinate all Annual Reviews and attend / chair when necessary
- Attend Year 6 Annual Reviews for primary pupils with statements to help facilitate continuity and progression through the development of a transition programme. Liaise with Year 5 pupils requiring advice about provision. (Secondary School SENCO)

Note

The duties and responsibilities of the subject element of the post may vary from time to time according to the changing needs of the school. The subject leader section of the job description may be reviewed at the discretion of the Executive Principal in the light of those changing requirements and in consultation with the post holder and the governing body.

Date of issue: _____

Name of postholder: _____

Signature of postholder: _____

Signature of Head of School _____

Key Skills and Competencies

1. Qualifications

- Degree level qualification.
- Postgraduate professional Qualification e.g. Postgraduate Certificate in Education.
- Willingness to continue professional development.

2. Communication

- Applies effective verbal communication skills.
- Presents information and ideas clearly, by using language appropriate to the audience.
- Positively influences the opinions of others through factual discussion.
- Adapts personal style to suit individual situation and needs.
- Creates an environment of trust by delivering on promises.
- Utilises report-writing skills to accurately reflect a situation through positive language.
- Confident in leading staff meetings as appropriate.

3. Other Skills Required for Role

- Demonstrates excellent classroom practice
- Experience in raising achievement across the whole school.
- Exercises flexibility in order to accommodate changes in work priorities.
- The ability to work professionally and effectively as a member of the Senior Management team and work with other teams.
- The ability to work under pressure and meet deadlines.
- A commitment to keep up to date with educational initiatives and the skills to translate these into practice.
- Balances tasks and resources in the organisation of a wide range of activities.

- Provides contingencies to deal with the unexpected.
- Thinks clearly and logically in working through a problem making referrals as appropriate.
- Anticipates workload and plans ahead.
- Monitors progress against key performance indicators.
- Enthusiastic and positive attitude.
- Awareness of the needs of children who have a variety of needs.
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4. Accountability/Freedom to act

- Makes routine decisions based upon guidelines and procedures laid down in the established framework.
- Contributes towards the effective delivery of performance targets, objectives and standards.
- Leads by example in standards of behaviour in the work environment.

5. Leadership/Management skills.

- Ability to lead school based projects or developments

General Comments

The SEND Lead is required to work across the Federation and foster appropriate links between the schools.

The SEND Lead may be required to teach in classes across the schools and provide a model of good practice for teachers.

They may be required to adapt and change plans at short notice.

The SEND Lead is required to be flexible in a constantly changing work environment and in implementing the School's policies.