

**Leader of SEND and Alternative Provision**

**Required from September 2024**

**Leadership Range L5 – L10**

Warblington School is an ambitious, inclusive school. The school has seen significant growth over the last three years and is now oversubscribed in Key Stage 3 as it rapidly becomes the school of choice of parents in the local area. As a result of this growth, we are seeking to appoint into a newly created role.

We are seeking to appoint a Lead within the SEND department who is dynamic, enthusiastic and committed to inclusive education. You will be responsible for leading and managing the School’s provision for our students with SEND and make a wider contribution to whole school improvement.

We are looking for someone who takes pride in their classroom practice and has experience in working with students with SEND. Ideally, this candidate would have primary experience to help lead and develop further our core curriculum for our Gateway provision as this moves to the next level.

The successful candidate will:

* Lead a team of people to ensure the best outcomes for students.
* Develop and oversee the implementation of the school's SEND strategy and policy
* Have a strong knowledge of the Pre-Key Stage 3 curriculum
* Carry out assessments of pupils with SEND to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents
* Work and coach classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans
* Provide regular updates on student progress through written reports and meetings with parents as well as responding to parental concerns / requests for information in line with school policy
* Make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists
* Provide advice, guidance and training to classroom teachers on supporting pupils with SEND
* Manage and advise on the school budget and resources for SEND provision
* Develop and maintain systems for keeping pupil records, ensuring information is accurate and up to date
* Analyse school, local and national data and develop appropriate strategies and interventions
* Lead the Student Hub department and manage support staff to improve pupil progress and attainment
* Keep up to date with national and local policies related to SEND and cascade information to colleagues
* Attend parent / information evenings as required
* Take responsibility for your own professional development and engage with performance management activity as well as undertaking performance management reviews with team members as required
* Maintain a stimulating, safe and appropriate learning environment.
* Participate in and contribute to the life of the school, including contributions to staff, participation in Continuing Professional Development and school routines, duties and whole school activities.
* Work in collaboration with the Assistant SENDCo in order to ‘bring out the best’ in all students
* Teach high quality lessons in your subject area on a reduced timetable
* Have strong communication skills

What we will offer you:

* *A small, but very supportive and collaborative staff body who are keen to support the young people they work with*
* *A positive working environment and a thriving staff room*
* *Students with high expectations*
* *A school that values staff and student wellbeing as a priority*
* *A well established and understood behaviour policy that allows staff to teach to their best*
* *Opportunities for career development*
* *A staff body who are keen to develop and take on board feedback*
* *Opportunities for flexible working arrangements*

The team you would lead:

Commitment to safeguarding

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We expect all staff, volunteers and trustees to share this commitment.

Our recruitment process follows the Keeping Children Safe in Education guidance.

Offers of employment may be subject to the following checks (where relevant):

• childcare disqualification

• Disclosure and Barring Service (DBS)

• Medical

• online and social media

• prohibition from teaching

• right to work

• satisfactory references

• suitability to work with children

You must tell us about any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

If you would like to speak to someone about the vacancy, please contact Karen Chaffey on 02392 475480, or by email at [admin@warblingtonschool.co.uk](mailto:admin@warblingtonschool.co.uk) .

For more information and for the application form, please see our website  
[www.warblingtonschool.co.uk/recruitment](http://www.warblingtonschool.co.uk/recruitment)

Closing date: 12pm on Monday 13 May 2024  
Interviews to be held in the same week

We would strongly recommend an early application and we reserve the right to close the vacancy if a suitable candidate is found.

JOB DESCRIPTION

Leader of SEND

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| Post Title: | Special Educational Needs and Disability Coordinator (SENDCO) |
| Purpose: | * To promote and embed the ethos, vision and values of Warblington School * To support the strategic leadership of the school by remaining up to date on national and local initiatives which may affect the school’s policy and practice. * Have a strategic overview of provision for students with SEND or a disability across the school, monitoring and reviewing the quality of provision. * Make a full contribution with flexible and innovative approaches and leadership of the SEND department. * Raise attainment and eliminate the SEND progress gap through the highest quality of teaching and learning and effective deployment of resources. * To work effectively with outside agencies ensuring referrals for appropriate support are timely and meet the needs of our students. * To have a good knowledge of safeguarding and a willingness to be part of the safeguarding team. * To have a clear understanding of the SEND Code of Practice and ensure it effective implementation at all levels. * To fulfil the professional duties of a teacher in accordance with the STPCD |
| Reporting to: | Assistant Head Teacher |
| Responsible for: | * The provision of a full learning experience for all SEND students, encompassing tailored approaches, effective deployment of teaching assistants and leadership of staff in terms of nuanced/differentiated approaches. * Implementation and adhering to Code of Practice. * Provision, monitoring and record keeping for SEND students and managing SEND register and annual reviews. |
| Liaising with: | Head/SLT, teaching/support staff, LA representatives, external agencies and parents. |

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| Main (Core) Duties | | |
| Operational/  Strategic Planning | * Ensure the SEND register is regularly reviewed, updated and supports the provision of high-quality learning experiences for students on the register. * To be part of the Leadership Team and liaise with governors on the strategic development of SEND policy and provision. * Develop and implement policies and practices which reflect the school’s commitment to high achievement through effective teaching and learning and meets the national requirements of the Code of Practice. * To be responsible for producing and monitoring the SEND school improvement plan. * To oversee records of students with additional needs. * To work alongside colleagues in other schools and support services to provide the highest level of support for students with SEND. * Being a strong advocate for SEND students which then motivates and supports staff and encourages a shared understanding of the contribution that can be made to improving students’ life chances. * Use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of students. * Develop plans for the SEND department, which identify clear targets, time-scales and success criteria for its development and/or maintenance in line with the school improvement plan. * Monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, scrutinising work, data and outcomes. * Develop strategies that are consistent with our ethos and whole school objectives. * Plan and implement SEND strategy that eliminates SEND progress gap and ensures SEND students achieve their potential. * Work with Pastoral Lead in ensuring SEND students are supported and attend school * Chair meetings of SEND departmental representatives (including provision of agenda and minutes) and provide other briefings as necessary. | |
| Curriculum Provision | * Devise and implement specialist support and learning programmes for students with SEND * Enable all staff to achieve expertise in planning for teaching and learning SEND through example, support and by leading, providing high quality professional development opportunities that complement the school’s strategic objectives. * Working with students, subject leaders, teachers, form tutors, parents and other support staff to ensure realistic expectations of learning and achievement of SEND students. * Meet statutory responsibility for SEND/EHCPs and their regular review. * If not already qualified, complete the relevant SENDCO qualification within the next three years | |
| Curriculum Development | * To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of SEND students, examining and awarding bodies and the school’s mission and strategic objectives. | |
| Staffing (including Staff  Development and Recruitment/  Deployment of Staff) | * To lead parts of the school’s staff development programme through the provision of further training and professional development. * To pursue personal development in the relevant areas including subject knowledge and teaching methods. * To lead the performance management review process, committing to its values and ethos. * To coach staff on effective use of inclusive practice * Support the induction programme of all staff including NQTs, ITT students and new staff. * Be responsible for the efficient and effective management and deployment of LSAs. | |
| Quality Assurance | * To evaluate the teaching and learning of SEND students by the monitoring of teaching and learning and through work scrutiny and learning walks; identifying effective practice and areas for improvement taking appropriate action to continually improve the quality of teaching. * Liaise with other schools to ensure continuity and progression of support and learning when transferring students with SEND and ensure high quality transition for SEND year 6 into 7 * Establish clear targets for achievement of all students and evaluate their progress through the use of appropriate assessments and regular analysis of data. * To review, from time to time methods of teaching and programmes of work. * Working closely with all staff to ensure parents are well informed about their child’s progress and are part of a strong partnership with the child at the centre. * Participate in the recruitment of SEND personnel and ensure effective induction of new SEND staff in line with school procedures. * Identify good practice within departments, co-ordinating the sharing of practice. | |
| Management  Information | ● Work with the Assistant Headteacher and Governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.  ● To maintain appropriate records, providing relevant accurate and up-to-date information on all SEND students  ● To complete the relevant documentation to assist in the tracking of students.  ● To track student progress and use information to inform teaching and learning. | |
| Communications | ● | Ensure the Headteacher, SLT and governors are well informed about policies, plans, priorities and targets for SEND and that these support the school improvement plan. |
|  | ● | To ensure parents and students are well informed about curriculum, attainment and progress. |
|  | ● | To work with the AHT/Head of Year 11 and SIMS Manager to ensure effective transition of SEND students to and from other schools and between Key Stages. |
|  | ● | To communicate effectively with the parents and carers of SEND students, building good relationships, working in partnership and maintaining a child centred approach. |
|  | ● | To communicate in a timely and effective way with all relevant outside agencies. |
|  | ● | Develop strong communication amongst the SEND department, ensuring all information is disseminated in a timely fashion. |
|  | ● | Ensure all staff are aware of the needs of every pupil on SEND register and how best to address the educational and emotional needs. |
|  | ● | To communicate clearly to staff the information on students’ EHCPs so that they may be used to inform planning strategies that support the pupil. |
|  | ● | Provide regular SEND updates, including staff meeting, INSET and school newsletters. |
| Marketing and Liaison | ● | To take part in marketing and liaison activities such as open evenings, parents’ evenings SENDCO drop ins, review days and liaison events with partner schools. |
|  | ● | To work effectively with outside agencies in order to gain the best support for our students. |
| Management of Resources | ● | To identify the best use of the budget in terms of students’ needs, departmental initiatives and the demands of the EHCPs. |
|  | ● | To work with the SEND department to identify resource needs, managing the efficient use of physical resources. |
|  | ● | To communicate with staff to ensure a sharing and effective usage of resources to the benefit of the SEND students. |
| Student Development | ● | To be the ‘champion’ of every SEND pupil by promoting the progress and well-being of every pupil in your care. |
|  | ● | To work with the pastoral team effectively supporting the needs of SEND students, enabling them to access the support they require and access their education effectively. |
|  | ● | To evaluate and monitor the progress of students through data analysis keeping up-to-date student records and using this information to inform interventions and other strategies. |
|  | ● | To use students’ EHCPs to inform long term planning and staffing that meets the needs of the individual. |
|  | ● | To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. |
|  | ● | To support the behaviour management systems so that effective learning can take place. |
|  | ● | To have clear strategies for vulnerable students who may struggle at unstructured times. |
| Teaching | ● | To undertake a reduced designated programme of teaching, which will include the teaching of a pre-KS3 curriculum |
|  | ● | To link closely with all departments to ensure the effective development of literacy and numeracy strategies across the school. |
|  | ● | To ensure high levels of engagement from SEND students through successful deployment of resources, bespoke strategies and effective support from teaching assistants. |
|  | ● | Collaborate with Subject Leaders and pastoral staff to ensure that all students have equal access to learning |
|  | ● | To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. |
|  | ● | To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. |
|  | ● | To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students |
|  | ● | To ensure a high-quality learning experience for students which meets internal and external quality standards. |
|  | ● | To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus. |
|  | ● | To carry out intervention, ensuring all students reach their potential. |
|  | ● | To maintain discipline in accordance with the school’s procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. |
|  | ● | To undertake assessment of students as requested by external examination bodies, departmental and school procedures. |
|  | ● | To mark, grade and give written/verbal and diagnostic feedback as required. |

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| Other Specific Duties: |
| * To communicate effectively with SLT and the governing body. * To play a full part in the life of the school community and its ethos and to encourage staff and students to follow this example. * To actively promote the school’s policies. * To continue personal development as agreed. * To comply with the school’s Health and Safety policy and undertake risk assessments as appropriate. * To undertake any other duty as specified by the Headteacher not mentioned in the above. * Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. |

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| This job description is current, but following consultation with you, may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title. |



PERSON DESCRIPTION

Leader of SEND

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| Essential | Desirable |
| Experience, qualifications and skills | |
| * Qualified Teacher status * National Award for SEND Co-ordination (or prepared to gain an equivalent award within the next three years) * Highly effective classroom teacher * Sound knowledge of the SEND Code of Practice * Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies and have a track record of improving the quality of teaching of others * Experience of performance management * Excellent knowledge of using data systems for monitoring, evaluation and review to inform intervention. * Excellent record-keeping skills * Be comfortable with and have good competence in literacy, numeracy and ICT. * Strong knowledge of safeguarding. | * Experience of working with others in the wider community * Experience as a performance manager/reviewer * Good understanding of SEND/EAL/CLA and basic skills of numeracy and literacy * Further degree or education related qualification. * Understanding of local context |
| Leadership and Management | |
| * The ability to build trust, lead and motivate * Experience of school leadership at some level * Experience of monitoring of the quality of teaching and learning to drive improvement and raise standards. * Experience of leading Teaching Assistants effectively and to rapidly drive up progress. * Ability to use data effectively to drive rapid improvement. * A clear vision and the ability to articulate and put it into practice successfully * Implementation of current national initiatives and the SEND Code of Practice. * Carrying through change and innovation * The ability to anticipate and solve problems * Ability to work under pressure and prioritise effectively * Strong team player and leader as necessary | * Being adept at developing staff’s strengths * Experience of working with a committed Governing Body * Experience of working with a senior leadership team. * Experience of facilitating access arrangements successfully. |

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| People and Relationships | |
| * Establishing constructive partnerships with parents * Establishing constructive partnerships with outside agencies and the LA * The ability to champion the needs of the SEND Child in a compassionate but effective manner. * The ability to earn the confidence of the whole community | * Experience of working with the LA and outside agencies. |
| Personal Qualities | |
| * A strong commitment to improving educational opportunities and raising standards of achievement for pupils with SEND and disabilities. * Adaptable and flexible. * High expectations * Openness and enthusiasm * A ‘growth mind-set’ philosophy. * Good interpersonal and listening skills, and a commitment to genuine consultation * Good and confident communication skills * A strong commitment to staff development, team working coaching and empowerment * Analytical thinker * Sensitive problem solving skills * A good sense of humour * A ‘completer-finisher’ |  |
| Others | |
| * Committed to promoting the school ethos * A passion for learning * Ability to diagnose and intervene to improve performance for adults/students * Desire to improve inclusivity * A commitment to providing every child with the best educational experience possible |  |