



Jewell Academy

an Aspirations Academy

Special educational needs co-ordinator (SENDCO) and Designated Teacher for LAC

Job details

Job title: Special educational needs co-ordinator (SENDCO) and Designated Teacher for LAC

Reporting to: Principal

Main purpose

The SENCO, under the direction of the Principal will:

- Determine the strategic development of special educational needs / disabilities (SEND) policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and coordination 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
- Develop strategies that promote the opportunity for all pupils with SEND to progress at their expected rate and achieve the targets set for them
- Monitor progress and attainment and challenge underperformance
- The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Promote and model an inclusive school ethos

As Designated Teacher for LAC (working with the Pastoral Lead) you will:

Duties and responsibilities

Strategic development of SEND policy and provision

- 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 SEND 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

Monitor the effectiveness of the SEND action plan

- Track data to ensure gaps are not forming and national outcomes are being met or exceeded
- Monitor planning and teaching and learning to ensure SEND provision is inclusive and effective
- Work in a timely manner so that statutory deadlines are met

Strategic development of LAC provision

- Have a strategic overview of provision for LAC and Previously LAC pupils across the school, monitoring and reviewing the quality of provision
- Act as a central point of contact within the school for any matters involving looked-after and previously looked-after children
- Promote the educational achievement of every looked-after and previously looked-after child on roll by:
 - Working with VSHs
 - Promoting a whole school culture where the needs of these pupils matter and are prioritised
- Contribute to the development and review of whole school policies to ensure they consider the needs of looked-after and previously looked-after children

•

Operation of the SEND policy and leadership of provision

- 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 SEND 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 – display this on the website
- Work with other schools, educational psychologists, health and social care professionals, and other external agencies and contribute to reports / meetings
- Support staff to implement advice from outside agencies
- Be a key point of contact for parents and external agencies
- Analyse assessment data for pupils with SEN or a disability and track progress towards meeting the targets set, including monitoring effective and robust interventions
- Support the implementation of and lead intervention groups for pupils with SEND, and evaluate their effectiveness •
- Meet regularly with SLT to identify strengths and concerns in provision
- Track the attendance of SEND children and follow up any concerns with the relevant agencies and with the parents

Operation of the LAC leadership of provision

- Liaise with the Virtual Team
- Take lead responsibility for ensuring school staff understand:
 - The things which can affect how looked-after and previously looked-after children learn and achieve
 - How the whole school supports the educational achievement of these pupils
- Contribute to the development and review of whole school policies to ensure they consider the needs of looked-after and previously looked-after children
- Promote a culture in which looked-after and previously looked-after children are encouraged and supported to engage with their education and other school activities
- Act as a source of advice for teachers about working with looked-after and previously looked-after children • Work directly with looked-after and previously looked-after children and their carers, parents and guardians to promote good home-school links, support progress and encourage high aspirations
- Have lead responsibility for the development and implementation of looked-after children's PEPs • Work closely with the school's designated safeguarding lead to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Involve parents and guardians of previously looked-after children in decisions affecting their child's education

Support for pupils with SEN or a disability

- Identify a pupil's SEND and what their key needs are
- Lead on implementing 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 as appropriate
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Undertake a thorough transition process to ensure those pupils joining Jewell or leaving Jewell have the correct support in place
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with other key members of staff to ensure the correct provision is in place (ELSA, SALT, PASTORAL etc.) • Ensure any physical resources are in place to support an inclusive classroom
- Have high expectations with the quality of IEP and behaviour plans that are written and ensure these are reviewed at least three times per year

Designated Teacher - Additional Areas of Responsibilities

- Involve parents and guardians of previously looked-after children in decisions affecting their child's education • Make sure looked-after children's PEPs meet their needs by working closely with other teachers to assess each child's specific educational needs

- Have overall responsibility for leading the process of target-setting in PEPs
 - Monitor and track how looked-after children's attainment progresses under their PEPs
 - If a child is not on track to meet their targets, be instrumental in agreeing the best way forward with them in order to make progress, and ensure that this is reflected in their PEP
 - Ensure the identified actions of PEPs are put in place
 - During the development and review of PEPs, help the school and relevant local authority decide what arrangements work best for pupils
 - Ensure that:
 - A looked-after child's PEP is reviewed before the statutory review of their care plan – this includes making sure the PEP is up to date and contains any new information since the last PEP review, including whether agreed provision is being delivered
 - PEPs are clear about what has or has not been taken forward, noting what resources may be required to further support the child and from where these may be sourced
 - The updated PEP is passed to the child's social worker and VSH ahead of the statutory review of their care plan ●
- Transfer a looked-after child's PEP to their next school or college, making sure it is up to date and that the local authority responsible for looking after them has the most recent version

Leadership and management

- Work with the Principal to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information regularly
- Contribute to the academy 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 SEND policy and updates regarding LAC (Young Carers info etc.) ● Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability or LAC
- Lead and manage teaching assistants working with pupils with SEND or a disability or LAC
- Lead staff growth conversations (appraisals)
- Review staff performance on an ongoing basis
- Lead Trust monitoring Review meetings with regards SEND or LAC

Other areas of responsibility

- Ensure safeguarding procedures are robust
- Work with subject leaders to promote quality first teaching and inclusive practices
- Communicate with a wide body of parents , professionals and children and develop strong relationships
- Promote the values and ethos of the school
- Maintain confidentiality at all times
- Liaise with the Young Carers lead in school