



WARRINGTON PRIMARY ACADEMY TRUST

JOB DESCRIPTION

SHARED WPAT SENDCo

POST TITLE: Shared WPAT Special Educational Needs Co-ordinator (SENDCo)

LOCATION: Various schools within the WPAT

POSITION IN ORGANISATION: Special Educational Needs Co-ordinator

DIRECTLY RESPONSIBLE TO: WPAT Director of Education

MAIN PURPOSE: Provide SENDCo support to individual schools and deliver project work across the Trust

LEADERSHIP POST: SENDCo

You will be required to undertake the following responsibilities, which may or may not be included:

KEY RESPONSIBILITIES:

- To be named SENDCo and the strategic lead for SEND in a number of schools across the trust undertaking strategic and operational responsibility for SEND within each school.
- Implement and embed the SEND Code of Practice and the Equality Act effectively.
- To co-ordinate provision, develop, monitor and challenge plans for SEND pupils and provision across all Key Stages.
- To ensure statutory process are followed in a timely way, implementing best practice.
- Create and maintain statutory policies and documents and contribute to school website information.
- To deliver best practice in line with the National SENDCo Accreditation qualification.
- To co-ordinate CPD programme for all teaching and Teaching Assistants on SEND legislation, best practice and processes and SEND specific programmes e.g. dyslexia.
- Ensure all teachers are aware of their responsibilities to pupils with additional needs.
- To be involved in tracking, monitoring and evaluation of SEND provision.

- To analyse, interpret and report a range of external and internal SEND data.
- To maintain robust systems to record the planning and provision of SEND pupils.
- Liaise with outside agencies to co-ordinate provision, assessment and support for pupils.
- Organise and lead multi-professional meetings.
- Organise and lead meeting with parents and carers.
- Promote parent and carer contributions to maximise outcomes for pupils with SEND.
- To be part of the school's leadership team.
- To be an active participant in internal welfare meetings.
- Report to Governors on a regular basis and work closely with the SEND link Governor.
- Delivery of SEND training to Governors.
- To contribute to, lead and monitor SIP target when required.
- To ensure all appropriate policies, guidance and induction documentation for staff and pupils are current and up to date.
- To be outward facing and engage critically with developments in practice.
- When working with pupils adhere to the school's behaviour management protocols with an emphasis on the recognition of rewards and praise, seeking areas of strength and building on pupil self - confidence and self - esteem.

SUPPORT FOR THE MULTI ACADEMY

- To adhere to the Multi Academy values and purpose.
- To work with the Trust board and Trust senior leaders when required.
- To work with additional schools across the MAT when required undertaking SENDCo responsibilities or project work.
- To work with the Trust Director of Education to undertake needs analysis with relation to SEND across the Trust schools.

SUPPORT FOR STAFF

- To participate and lead in whole school and individual CPD opportunities that benefits your own and others professionalism.
- To coach, mentor and model good practice to colleagues and pupils.
- To share best practice.
- To follow appropriate safeguarding procedures including Whistleblowing policy.
- To engage actively in own and when appropriate colleagues' performance management procedures.
- Working with senior leaders, plan, organise, direct and monitor teaching of pupils with SEND.

SUPPORT FOR THE SCHOOL

- To adhere to the school's values, vision and mission statement.
- To work with the Local Governing Body and Trust Board when required.
- To lead by example.
- To contribute to actions that ensure the schools development targets are achieved.

- To ensure school environment is maintained to the highest standards in order to meet school curriculum needs and safety standards.
- To be familiar with the school handbook which captures all the schools policy, management, organisational and administrative procedures.
- To review and update appropriate policies when required to support an up to date and accurate school handbook.
- To actively keep abreast of current evidence based educational thinking and developments to sustain your own skill and knowledge in order to keep professional practice relevant and up to date.
- To follow the school's policies, schemes of work and procedures as laid out in the staff handbook to raise standards for all pupils.
- To fully participate in quality team activities.
- To implement equal opportunities in all aspects of school life.
- Have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Local Authority and the school's safeguarding policy including whistle blowing. Reporting all concerns to the appropriate person.

LIMITS OF AUTHORITY

PEOPLE: No authority to appoint, discipline or dismiss employees.

FINANCIAL: No authority to spend or commit the school to spend.

OPERATIONAL: No authority to alter agreed operating procedures and policies.

SECURITY: Authority to approach any individual on the premises to identify the nature of their visit.

SECURITY

All Warrington Multi Academy business is to be treated in the strictest of confidence and not to be disclosed to persons outside of the Academy.

You are responsible for ensuring a good standard of house- keeping including observance of the Academy clear desk policy, ensuring all staff and pupil desks cabinets, PC's IT equipment are secure when classrooms, hall and office space are not occupied.

You have a responsibility to challenge or ascertain reasons for the presence of unauthorised persons on the premises.

Person Specification

Post Title: Shared WPAT Special Educational Needs Co-ordinator (SENDCo)

Qualifications & Professional Status:

Essential

- Qualified Teacher Status (QTS).
- National Award for SEN Co-ordination (NASENCo/NPQSEN) **or** willingness to complete within an agreed timeframe.
- Degree or equivalent professional qualification.

Desirable

- Additional qualifications related to SEND (e.g. dyslexia, autism, SEMH).
- Leadership or management training.

Experience:

Essential

- Significant experience working with pupils with SEND across one or more Key Stages.
- Experience of fulfilling the statutory duties of a SENDCo, including EHCP processes.
- Proven experience of working with external agencies (e.g. educational psychology, health, social care).
- Experience of analysing and using SEND data to inform provision and improve outcomes.
- Experience of working with parents/carers to support pupils with additional needs.
- Experience of multi-professional/agency working.

Desirable

- Experience of working across more than one school or within a MAT.
- Experience of contributing to or leading whole-school improvement initiatives.
- Experience of delivering SEND training or CPD to staff or governors.

Knowledge & Understanding:

Essential

- In-depth knowledge of the SEND Code of Practice and Equality Act.
- Strong understanding of inclusive practice and high-quality teaching for pupils with SEND.
- Knowledge of a wide range of SEND needs and effective interventions.
- Understanding of safeguarding and child protection procedures.
- Awareness of current evidence-based practice and developments in SEND.

Desirable

- Knowledge of trust-wide SEND strategy and systems.
- Understanding of governance structures within academies and MATs.

Skills & Abilities:

Essential

- Ability to provide both strategic and operational leadership for SEND.
- Excellent communication skills, both written and verbal.
- Strong organisational skills with the ability to manage competing priorities across multiple schools.
- Ability to coach, mentor and model good practice for staff.

- Confidence in leading multi-professional and parent/carers meetings.
- Ability to challenge and support colleagues to improve SEND provision.
- Competence in maintaining accurate statutory documentation and records.
- Ability to use a range of IT systems to support accurate record keeping and data recording/analysis.

Desirable

- Ability to deliver high-quality training to a range of audiences.
- Experience of contributing to School Development Plans (SDPs)

Personal Qualities:

Essential

- Commitment to inclusive education and improving outcomes for pupils with SEND.
- Professional, reflective and resilient.
- Collaborative and outward-facing approach.
- High level of integrity and confidentiality.
- Ability to lead by example and inspire confidence.
- Willingness to work flexibly across schools within the Trust.

Other Requirements

Essential

- Commitment to the values, vision and ethos of the Trust and its schools.
- Willingness to undertake travel between Trust schools.
- Enhanced DBS clearance.
- Commitment to safeguarding and promoting the welfare of children and young people.