



## Post: SENDCo

Reporting to: 1) Assistant Head Academic

### The Role

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Prior Park Schools is a family of Christian schools based in Bath and Gibraltar. Together, the Schools offer education for pupils aged between 3 and 18. Since the establishment of Prior Park College in 1830, the family has grown, with The Paragon School joining in 2006, and Prior Park School Gibraltar being opened by Prior Park Schools in 2016.

The Schools' Mission is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Across three sites, the Schools educate over 1100 young people of all faiths and none. The values underpinning the Mission and the Schools' educational offerings are Curiosity, Generosity, and Courage. The Schools believe that quality education changes lives and that outstanding schools are engines for positive social transformation.

Our Schools provide excellent teaching, equipping our young people to leave for a variety of exciting destinations. The success of what the Schools do in the classroom is intertwined with their co-curricular offerings. The young people undertake a wide variety of activities, which, in addition to being fun, challenge them to persevere to succeed. We work together imaginatively and courageously to hone the skills our young people need to forge their place in the world.

Prior Park Schools (PPS) have long been renowned for the quality of their pastoral care. Grounded in the love that sits at the centre of our Mission, our pastoral ethos allows young people to feel safe and secure to challenge themselves, to learn who they want to be, and to discover the difference they want to make.

Each of the Schools' Heads are supported by a Leadership Team, who together lead the day-to-day educational business of their respective schools. The Board of Trustees provides governance and support for the Heads and their schools via a number of Advisory Committees which include Local Boards for each of the schools, the Finance, Audit, Investment & Risk Committee (FAIR), an Education Committee and Safeguarding oversight.

The Executive management of the schools is devolved to the Prior Executive Board (PEB) which comprises the Heads of each constituent school and The Director of Operations & Finance. The PEB drives the strategic development of PPS, ensuring that it is on track to deliver its Vision and thereby remains a market leader in independent education.

**This is a part-time role (0.8 FTE).**

### **Job purpose**

To oversee Learning Support provision across the school by reviewing and upholding the SEND policy.

- Line management of all the staff members under Learning Support, including Head of Interventions, Learning Support teachers (both peripatetic and contracted) and 1:1 TAs.
- To review and lead on Learning Support provision across the School.
- To teach some 1:1 or small group sessions as required.
- To take responsibility for the day-to-day operation of provision for pupils with SEND and provide professional guidance to staff to secure high quality teaching and effective use of resources in the School to help pupils reach their full potential.
- To be responsible for ensuring the school's practice reflects current guidelines, and for promoting the voice of pupils with learning differences.
- To work collaboratively with all staff and parents/carers on the identification and support of pupils with additional needs.
- To work with specialists; ensuring that everyone is kept informed and that necessary paperwork has been completed.
- To uphold legal responsibilities for children in receipt of EHCPs regarding provision and review.

### **Key areas of responsibility**

#### **As Head of Department:**

- Provide overall direction for SEND, writing and reviewing the SEND policy
- Monitor compliance with Disability Rights and other legislation
- Work closely with Assistant Head Academic, Interventions Lead and other members of the Learning Support Department
- Maintain, review and develop the SEND register
  
- To advise staff on procedures to raise SEND concerns, assessment, provision of support and review of progress
- Provide training, guidance and support to class teachers on meeting the needs of SEND pupils
- As a budget holder, complete the annual plan for departmental expenditure and liaise with Finance to maintain an accurate record of expenditure and to submit termly billing costs

### **Liaison**

- Work closely with Assistant Head Academic to review whole school assessments
- Liaise with Interventions Lead to have an overview of pupils receiving targeted support through additional interventions
- Liaise with LS 1:1 teachers to have an overview of pupils receiving specialist support through highly personalised programmes
- Liaise with 1:1 TAs to advise on and monitor targets for pupils
- Work with external agencies: Educational Psychologists, Speech and Language and Occupational Therapists, counsellors, ASD advisory service, sensory support services etc. to arrange assessments and coordinate visits, feedback to staff and disseminate reports
- Line-manage learning support department staff and 1:1 TAs
- Lead on and support SLT in recruitment of LS staff
- Work alongside HR and DSL to ensure that any visits to school from external agencies have satisfied Safeguarding procedures
- Work alongside parents and teachers to ensure that any additional support is agreed and recommendations are actioned in a timely manner
- Support pupil and staff Induction
- Work with admissions to ensure that any child with SEND who applies for the school has been offered 'reasonable adjustments' in order to gain a fair picture of their needs.
- Review paperwork for potential pupils and report back to the Head regarding suitability of a placement.
- Complete referrals to NHS services, using the SPE form, when needed.
- Liaise with SENDCos of other schools to ensure a smooth transition for any child with SEND

### **Reporting and Recording**

- Keep comprehensive documentation of all communications
- Write Pupil Passports for pupils with identified learning needs
- Keep up to date LS list with key documentation hyperlinked on the SEND register
- Ensure a clear and comprehensive record of the graduated approach for SEND pupils is maintained, tracking support and progress
- Ensure that written records are kept as appropriate and in accordance with GDPR and the Data Protection Act 2018.
- Meet with parents responding to or initiating any contact deemed necessary throughout the term, including keeping records and informing staff of outcomes
- Attend parents' evenings
- Review and update the LS development plan

### **Assessment and Identification**

- Employ clear and consistent procedures for the identification of pupils with additional needs
- Arrange the administration of in-house assessments where needed
- Build and maintain relationships with parents to ensure they are fully informed about their child's progress and needs
- To assist with whole school assessment where smaller group or individual administration is indicated
- To analyse data from whole school assessment and liaise with teaching staff to support interpretation and inform their target setting and teaching
- To consider when further assessment may be required and to keep parents and teachers informed of this, explaining the benefits of such assessments

### **Early Years Foundation Stage**

- Attend BATHNES Early Years SEND training
- Disseminate training to nursery and reception staff
- Liaise with the area SENCo for BANES and EYFS services in other areas as appropriate
- Instigate and manage CAF and Single Point of Entry referrals as needed
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- EHCPs
- Initiate and support applications for statutory assessment where indicated
- Liaise closely with parents to make referrals and arrange appropriate assessments with external agencies
- Work closely with 1:1 TAs and Class Teachers in supporting pupils with EHCPs
- Draw up and distribute Pupil Passport and Support Profile for EHCP pupils
- Review the progress of pupils with EHCPs, involving pupil, parents, teaching staff and external agencies
- Facilitate and lead on annual reviews of EHCPs

### **LS / SEND Development**

- To keep abreast of the latest research developments and resources in SEND/Specific Learning Difficulties attending relevant courses and training
- To be aware of government initiatives and developments in the maintained sector which impact on the teaching and provision for children with additional needs.
- To lead the department in the pursuit of continuous improvement through innovation, strategic planning and sharing of resources and best practice

- To monitor the quality of teaching and learning, with particular focus on SEND, through regular class observation, planning and work scrutiny and pupil feedback
- To support teaching staff in developing their knowledge base and skills in addressing SEND through training and shared good practice

#### Values

- To engage in on-going personal and professional development in order to provide high-quality and innovative educational leadership
- Effectively communicate whole-school changes to the team, coaching teachers to develop their understanding and skill base surrounding new learning strategies
- Ensure department compliance with agreed school policies, with particular reference to Safeguarding and Safer Recruitment
- Work cooperatively with SLT and all colleagues

#### Duties

- To carry out playtime / lunchtime duty according to staff matrix
- To run after school club
- Attend staff meetings and INSET sessions

#### Other

- To work to the direction of the Assistant Head Academic on any other matters relating directly to this role which may occur from time to time
- other duties as commensurate with the post, that the Head may from time to time ask the post holder to undertake

*Job Description reviewed November 2023*

#### Person Specification

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	Essential	Desirable
Qualification	<ul style="list-style-type: none"> <li>• Qualified teacher or other relevant experience</li> </ul>	<ul style="list-style-type: none"> <li>• Other childcare or SEND qualifications</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Demonstrate experience of working with children, in a Learning Support environment</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience of managing inclusion support for SEND pupils</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate an ability to provide and agree learning activities/learning programmes, taking into consideration pupils learning style</li> <li>• Experience of line management</li> </ul>	
Knowledge	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the needs of children who access SEND provision</li> <li>• Demonstrate knowledge and understanding of the needs of young children, child development and the ways in which children learn</li> </ul>	
Skills and competences	<ul style="list-style-type: none"> <li>• Demonstrate an ability to maintain confidentiality, empathy, flexibility, good organisation skills</li> <li>• Demonstrate an ability to work with guidance, but under limited supervision</li> <li>• Demonstrate an ability to liaise and communicate effectively with others;</li> <li>• Demonstrate an ability to prioritise tasks and meet deadlines</li> <li>• Demonstrate a commitment to the safeguarding and welfare of all pupils</li> </ul>	

### Child Protection

All staff employed by Prior Park Educational Trust must committed to safeguarding and promoting the welfare of children and young people across our 3-18 Trust, both in and out of our Schools. All staff are expected to adhere to and always ensure compliance with the Trust's Child Protection Policy Statement. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.



## Data Protection

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In the course of employment at Prior Park Educational Trust, staff may have access to confidential information relating to pupils and their families and are required to exercise due consideration in the way they use such information. Staff should not act in any way which might be prejudicial to the School's interest. Information which may be included in the category covers both the general business of the school and information regarding specific individuals. A strict code of confidentiality must be adhered to at all times. The School is registered under the Data Protection Act 2018 and operates under policies that meet General Data Protection Regulations (GDPR). Staff must not at any time use the personal data held by the school or disclose such data to a third person.