

Job Description

Post Title	SENDCo/ Lead Teacher - Autism Spectrum Conditions (ASC)
Purpose and scope:	Whole-school teaching and learning responsibility
Responsible to:	Inclusion Manager, Deputy Headteacher, Headteacher
Responsible for:	Specialised Support Staff
Salary/Grade:	Teachers' MPR/UPR with SEN allowance

Core Purpose

To work strategically in partnership with the Inclusion Manager, Class Teachers and the Inclusion Team to strategically lead, develop, and support provision for students with SEND and Autism Spectrum Condition (ASC) both within the ASC resource base and across the wider school, in line with the National Curriculum, Code of Practice and Trust/school policies and procedures.

Duties and responsibilities

- Take strategic responsibility for provision for pupils with Autism Spectrum Condition (ASC)
- Analyse and interpret relevant school, local and national data and create a strategic plan for students with ASC
- Be accountable for outcomes of all plans
- Monitor progress for pupils with ASC to ensure this is in line with national, school and Trust expectations and create a strategic action plan where the predicted progress shows this may be below target
- Set targets for raising achievement among pupils with SEND/ASC and other groups as appropriate
- Train and develop both teaching and support staff to better support the needs, outcomes and school experience of pupils with SEND/ASC
- Lead appraisals for staff working as part of the inclusion team
- Promote the inclusion of students with ASC within the school, ensuring access to lessons and their content through appropriate clarification, explanation and resources
- Set up systems for identifying, assessing and reviewing SEND provision. This includes creating and monitoring EHC plans, provision maps with class teachers and learning support assistants
- Contribute to the preparation of Annual Reviews and Educational Health Care Plans
- Keep parents informed about their child's progress through individual meetings and at parents' evenings
- Develop a strategic plan to support students during break and lunchtimes that encourages independence and ensures students are engaged and safe
- Identify and plan strategies for interventions for students with social communication needs including the deployment of staff to support the interventions, keeping detailed records
- Maintain accurate records and files of the pupils and ensure that monitoring structures are used to evaluate progress and attainment in line with statutory requirements
- Responsible for ASC students with complex needs including monitoring their general care, safety and welfare, to include social inclusion and personal/physical care
- Provide advice and curriculum support so that students with SEND/ASC can access a broad and balanced curriculum
- Maintain the SEND register and evaluate the effectiveness of the provision
- Work strategically with senior and middle leaders to report on the progress of identified SEND and ASC students, within the agreed monitoring and tracking procedures, ensuring the availability of appropriate evidence
- Interpret and advise on relevant procedures, regulations and legislation to inform best practice in school

- To keep up to date with national developments and legislation in relation to SEND and ASC, including teaching methodologies
- Promote and safeguard the welfare of young people in line with procedures and policies
- To promote the vision and aims of the School and Trust
- Disseminate good practice in Inclusion across the school.
- Ensure data is managed effectively in adherence with legislation and School/Trust policies
- Identify resources needed to meet the needs of SEN pupils and manage the SEN budget.
- To work with the Headteacher and other key staff on developing the effectiveness of transition arrangements between the Nursery (and other pre-school settings) and FS.
- Liaise with the Educational Psychology service and other specialist and support agencies.
- To attend appropriate training, CPD and conferences and provide feedback to colleagues.
- Lead CPD on inclusion matters as needed across the school.
- Undertake SEND/ASC self evaluation, contributing to the school SEF and improvement plan and planning for continuous improvement in inclusion practice
- Model good practice in teaching pupils with SEND/ASC including those with severe complex needs.
- Develop links with governors, the LA, external agencies and neighbouring schools.

General

- To understand and apply school policies in relation to health, safety and welfare;
- To support the Headteacher/Head of School and Senior Management Team in promoting the ethos of the School;
- To promote equality as an integral part of the role and to treat everyone with fairness and dignity;
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;
- Establish constructive relationships with staff, to support achievement and progress of pupils
- To respect confidentiality at all times;
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager;
- To recognise that health and safety is a responsibility of every employee, to take reasonable care of yourself and others, and to comply with the School's Health and Safety Policy and all other specific policies and procedures that apply to this role;
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy.

This job description is neither exclusive nor exhaustive, but sets out the main expectations of the school in relation to the post-holder's professional responsibilities and duties;

An annual review of the job description and allocation of duties and responsibilities will take place as part of the Performance Management Review process;

All posts are subject to an enhanced DBS check, satisfactory references and medical clearance.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The post is portable across any school in the Trust.

Person Specification

SENDCo/Lead Teacher for Autism Spectrum Conditions			
Area	Requirement	Essential	Desirable
Professional Qualifications	Qualified teacher status	✓	
	Evidence of recent professional development relative to the post	✓	
	Level 7 or equivalent qualification in Autism Spectrum Conditions (ASC) and/or SEND (If no qualification at present, the qualification needs to be achieved within 3 years in post)	✓	
Experience	Experience of working in role as SENDCo		✓
	Demonstrable experience of supporting children with SEND and ASC	✓	
	Experience of liaising with external agencies and professionals, such as psychologists/therapists	✓	
	Experience of leading/supporting the delivery of specialist interventions	✓	
	Experience of developing effective relationships with pupils & their families	✓	
Teaching and Learning (demonstrable across all key stages)	Enthusiasm for teaching and learning	✓	
	An outstanding classroom practitioner with a track record of good and outstanding teaching	✓	
	Excellent understanding of assessment and how to use it to maximise pupil progress	✓	
	Experience of improving the quality of teaching of others	✓	
	Experience of working with the leadership team to monitor, evaluate and improve teaching and learning across a school		✓
	Experience of co-ordinating and developing a core curriculum area		✓
	Has experience of using research evidence to inform teaching and learning		✓
	Data analysis skills, and the ability to use data to set targets and identify weaknesses		✓
	Has experience of teaching in a range of schools		✓
Strategic Development	Able to communicate a strong clear vision for high quality primary education which maximises the potential of the school	✓	
	Able to articulate ways of building, communicating and implementing a shared vision	✓	
	Experience of school self-evaluation, and able to discuss effective processes for undertaking this		✓
	Evidence of leading change which has impacted on pupil progress	✓	
	Involvement in school improvement planning		✓
Working with Others	Understands the importance of working in co-operation and partnership with colleagues	✓	
	Approachable, accessible and flexible	✓	
	High expectations and standards of self and others	✓	
	Experience of mentoring, giving effective feedback and supporting colleagues to improve performance		✓
	Experience of managing difficult situations and conflicts		✓

	Understanding of the relationship between managing performance, professional development and school improvement		✓
Management ability	Ability to anticipate and solve problems	✓	
	Ability to establish and sustain appropriate management structures	✓	
	Understanding of the need to develop and sustain a safe, secure and healthy school environment	✓	
	Experience of developing, implementing, monitoring and evaluating school policies		✓
	Able to prioritise, plan and organise own workload and that of others	✓	
Working Partnerships	Employment of a range of strategies to encourage parents to support their children's learning and realise the school's vision		✓
	Able to listen to, reflect and act on feedback from stakeholders as appropriate	✓	
	Experience of leading a project to enhance the school's provision and reputation in its community		✓
	Commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the school community		✓
Personal Skills and Attributes	Possesses a genuine empathy with children	✓	
	Energetic and enthusiastic, with the ability to motivate and inspire others	✓	
	Able to communicate effectively and concisely	✓	
	A good listener, capable of making reasoned and considered judgements	✓	
	Approachable, and possessing integrity	✓	
	Inspires confidence and trust	✓	
Accountability	Understands the role of the governing body and can describe how the Deputy Head Teacher will assist governors in carrying out their responsibilities effectively		✓
	Understands the role of Ofsted	✓	
	Has a good understanding of the need to be accountable to parents for the education of their child and can demonstrate a knowledge of strategies that would enable parents to be involved in the life of the school	✓	
	Has previous experience of challenging and supporting others in order to achieve specific targets	✓	
	Can articulate an understanding of individual, team and whole school accountability for pupil learning outcomes	✓	
	Has a comprehensive understanding of school data and how it can be used to benchmark a school's performance and for target setting		✓
	Experience of reporting attainment and progress to a range of audiences		✓