

Job Description: SENDCO/Overseas The Welfare Team

Reports to: Headteacher and Deputy Headteacher

Review and Amendment:

This job description will be reviewed annually and may be subject to modification and amendment following consultation between the Headteacher/Senior Leadership Team (SLT) and the position holder.

Purpose of Job and Key Duties:

- Take a lead on student passports, ensuring staff are keeping both up to date and relevant on a regular and sensible timeframe.
- Organise, arrange and manage the annual review process across the school.
- Coordinate and calendar invitations and lead annual reviews process.
- Lead the organisation and completion of pre review paperwork by relevant professionals.
- Complete paperwork as necessary following review and send to relevant local authorities.
- Report to SLT and clinical team on any issues arising from annual reviews that need consideration for student placements.
- Lead on aspects of whole school training around SEND.
- To work under the instruction/guidance of the SLT
- To support the welfare, development, and behaviour of all pupils and staff, enabling access to learning for pupils and modelling appropriate and relevant interventions for staff
- To support and assist in the accurate implementation and development of school policies, modelling a high standard of intervention when supporting pupils and staff
- To support development the Welfare Team so it is an integral part of the support systems of the school.
- Work with the wider SENDCO team to ensure all access arrangements for examination purposes are completed on time. Lead SENDCO will be responsible for ensuring that these are completed on time.
- Work with the SENDCO team to ensure all aspects of the designated child-in-care teacher role are completed on time and professionally. Lead SENDCO will be responsible for ensuring that all aspects of this role are completed.
- Support the wider staff team with the implementation of Section F of EHCPs and their knowledge and practice with SEND

Knowledge and Understanding:

The position holder is to have knowledge and understanding of:

- The school's aims, priorities, targets, curriculum policies, and local offers.
- The statutory curriculum requirements and the requirements for assessment, recording, and reporting of pupils.
- The characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of practice and achievement for all pupils.
- The implications of the code of practice of special educational needs for teaching and learning, to reduce students' barriers to learning and education and psychological, physical, sensory, social communication and interaction development leading to all pupils achieving their full potential.
- The CPI Safety Interventions approaches and interventions to lead on whole school implementation and training.
- The Restraint Reduction Network (RRN) core values and their implementation across the school to drive down the use of Restrictive Interventions at Red Moor School
- The Companies Code of Conduct
- Support and develop the implementation of strategies to manage SEMH/ASC issues and challenging behaviour, such as Emotion Coaching, P.A.C.E approach, and any other relevant and current strategies.

Restrictive Physical Intervention Duties:

- Assist in the application, development, and compliance of the school RPI Policy
- Support SLT/HOFs on call as directed /required
- Ensuring appropriate actions are completed and effectively logged on Sleuth
- Quality assurance of whole school practice and identification of Training Need
- Quality assurance of Restrictive Physical Interventions on Sleuth and identify staff training and support through the process.
- Ensure the standards of RRN are applied and embedded across the school and assure themselves of the quality of this practice
- Debrief of staff following an incident within appropriate time frames.
- Model/scaffold restorative practices with students and staff as required.
- Monitoring of RPI across schools and reduction of hotspots using analysis to identify relevant strategies for staff and students.
- Assist in the record keeping, planning, and delivery of CPI Safety Interventions for all staff.
- Demonstrate best practices across the school in de-escalation, crisis management, and the use of RPI for all staff.

Team Working and Collaboration

The post holder will:

- Work as a lead and team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Work in close collaboration with parents/carers making annual reviews and communication with Red Moor a positive and two-way process
- Enhance the vision of person-centred reviews which promote the views of vital stakeholders in a truly represented EHCP, for pupils and families.

Training and Professional Development:

The post holder will:

- Positively contribute to regular supervision and Line Management and participate in training activities, supporting the overall aims of the school
- Undertake regular training in Safeguarding
- Undertake regular training, including First Aid, Medication Handling, fire evacuation, and the schools' universal offer to meet SEMH, physical and sensory and communication and interaction needs of each pupil
- Participate in training during designated training days, and at other times, including inset and external training opportunities, as directed by the Senior Leadership Team
- Will receive training to advance CPI safety interventions level.
- In line with recognised best practices and a company drive for research and evidence based practice and strategies, the post holder is expected to enrol in relevant training courses which underpin the therapeutic theory of the school and company. This will be determined and documented via Performance Management.
- Lead and support in the delivery of staff training and development.
- If not already held, the post holder will be expected to complete the National SENDCO qualification within three years of taking the post (this will be managed under the learning and talent policy and guidance)

Physical and Mental Demands:

Whilst performing day to day duties the post-holder will need to be physically and mentally fit to undertake necessary physical duties including the management of behaviours that challenge and of potential/actual violence using RPI. All of this must be undertaken following the chosen RPI provider/model methodology.

Whilst performing day to day duties the post-holder must demonstrate a calm and collected frame of mind in line with provided induction training. An appropriate level of confidence when dealing with the challenging behaviour of students and the ability to redirect staff in a supportive manner will be necessary.

Relations with Parents/Carers and Wider Community:

- Communicate effectively, orally and in writing with parent(s) / carer(s) and with internal and external professionals in accordance with the school's policies
- Develop positive and purposeful relationships with parent(s)/carer(s) and with internal and external professionals in accordance with the school's policies

Managing own Performance and Development:

- Prioritise and manage own time effectively
- Achieve challenging professional goals
- Take responsibility for your professional development
- Undertake training as directed by the school

Managing Resources:

- Establish resource needs and advise the SLT of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and achieve value for money
- Advise SLT on the deployment of support staff involved in the teaching of all subjects, to ensure the best use of subject, technical, and other expertise.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.

Work Environment and Work Pattern:

The post requires attendance 5 days per week throughout school term-time (unless otherwise negotiated). 8 am to 4.30 pm Monday – Friday – You will be expected to attend a WST meeting as directed by SLT, as well as regular SENCO and therapy planning meetings. It is also likely that you will be asked periodically to attend SLT meetings to give reports and updates, as well as hold annual reviews outside of contracted hours.

While most of the post holder's work will be undertaken on the school premises the post holder will be expected to occasionally work offsite and participate in school trips etc.

Confidentiality:

It is expected that all school employees understand the nature of our work is confidential and details about our staff, pupils, their families, associated services, pupil records, and activities/incidents at the school should not be divulged to members of the public. If there is a breach of confidentiality, this may result in disciplinary action being taken.

A job description can never be fully descriptive and exhaustive of unforeseen changes or circumstances. It is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation

PERSON SPECIFICATION

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ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<p>CPI trained</p> <p>Worked with a wide age range of students</p> <p>TIS or similar approach training or good working knowledge</p>	<p>CPI trainer training completed (or equivalent)</p>
Education & Training	<p>QTS must be held for this role</p> <p>Relevant teaching qualification</p>	<p>Further evidence of training and qualifications relevant to the post</p> <p>National SENDCO qualification or will to undertake</p>
Special Knowledge & Skills	<p>Organisational skills</p> <p>Good communication skills</p> <p>A commitment to safeguarding the welfare of all children</p> <p>Awareness of the causes of behavioural difficulties</p> <p>Ability to plan and implement, under guidance effective strategies for pupils with Behavioural, Emotional, Social needs, at risk of underachieving or at risk of disaffection or suspension</p> <p>Knowledge of the SEND Code of Practice and how this is implemented within a school setting.</p> <p>Extensive experience working within education settings</p>	<p>Knowledge of issues relevant to education and child development</p> <p>Experience of working successfully within an SEMH setting.</p>

<p>Any Additional Factors</p>	<p>Able to prioritise between different demands</p> <p>Self-motivated, and able to work in a team</p> <p>Patient and friendly approach</p> <p>To be able to self-evaluate and to be reflective practitioner</p> <p>High of Resilience</p> <p>Positive and proactive to maintaining own mental health as well as that of others</p> <p>Demonstrated a positive and pragmatic approach when facing challenging situations</p>	<p>Able to work without supervision</p> <p>Experience of working as a SENCO or part of a SENCO Team</p>
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