



## JOB DESCRIPTION

**Job Description:** Director of SEND **Reporting To:** *Headteacher*

### Job Purpose

To actively support our core purpose, remembering that “We are here to make great schools and happier, stronger communities so that people have better lives.”

The Director of SEND will lead the strategic development of the school’s Special Educational Needs provision, ensuring that all students with SEND receive high-quality teaching and effective support to enable them to make progress and achieve positive outcomes. The Director of SEND will make strategic decisions through the lens of a student with SEND and will work in accordance with the SEND Code of Practice (2015). Alongside other leaders, they will further develop a whole-school culture of inclusion, insisting on high expectations for students with SEND and on occasions advocating for them.

As a senior leader, the post-holder will have line management responsibilities and be expected to model excellent teaching and be a visible presence around the school site.

### Key Responsibilities: Specific

#### Strategic Development of SEND Policy and Provision

- Lead on the development, implementation, and review of the school’s SEND policy in line with statutory guidance.
- Be a lead professional ensuring the school further develops a culture of inclusion including providing a creative and appropriate curriculum offer, quality first teaching that is adapted to meet the needs of students with SEND, and access to learning opportunities beyond the classroom.
- Advise the Headteacher and Governing Body on the deployment of resources to ensure the needs of pupils with SEND are met.
- Contribute to the school’s self-evaluation and improvement planning, particularly in relation to SEND.
- Support the personal development, wellbeing and attendance of students with special education needs particularly at key transitions. This includes ensuring students have access to excellent careers information, advice and guidance.

#### Coordinating Provision

- Lead the day-to-day operation of the SEND policy.
- Coordinate provision, with the wider inclusion team, for students with SEND, including those with EHC plans and those receiving SEN Support.
- Oversee the effective implementation of appropriate and innovative interventions.
- Oversee the SEND register and ensure accurate records of students’ needs, provision, and progress.
- Work collaboratively with colleagues, in school and across TEAL, to ensure effective adaptive teaching is in place for students with SEND.

#### Identification and Assessment

- Support staff in the early identification of students with SEND.
- Lead on assessments to determine the needs of students, using a range of tools, data sources, and expertise in the wider SEND community.
- Work collaboratively with teaching staff, pastoral teams, and external agencies to develop comprehensive support plans.

### **Working with key stakeholders**

- Foster positive relationships with pupils and their families, ensuring their voices are heard in the decision-making process.
- Lead and attend meetings with parents/carers, including reviews of EHC plans and SEN support plans.
- Liaise with external professionals such as Educational Psychologists, Speech and Language Therapists, and Local Authority SEND teams.
- Ensure effective multi-agency working to support the holistic needs of students including challenging other professionals where necessary.

### **Staff Training and Development**

- Provide guidance, support, and professional development opportunities for staff, including those new to the school, to improve SEND practice.
- Deliver or coordinate SEND-focused INSET training and promote effective teaching strategies for learners with additional needs.
- Work collaboratively with the wider inclusion team both in school and the trust, to support and deliver a holistic approach to inclusion to foster a sense of belonging for all students.

### **Monitoring and Evaluation**

- Have strategic oversight of the progress and attainment of students with SEND and play a key role in developing a universal offer.
- Evaluate the effectiveness of provision and report findings to SLT and governors.
- Ensure that statutory processes such as annual reviews are completed in line with legal requirements.

### **Compliance and Safeguarding**

- Ensure the school meets its statutory duties under the SEND Code of Practice (2015), Children and Families Act (2014), and Equality Act (2010).
- Maintain up-to-date knowledge of legislation, research, initiatives and policy in order to promote best practice and ensure compliance.
- Uphold the highest standards of safeguarding for all pupils, especially those with SEND.

### **Key Responsibilities: General**

- *The responsibilities outlined are a broad indication of the main duties and responsibilities of the post and employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.*
- *TEAL is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.*
- *TEAL/The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *The postholder must work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018 and to ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records)*



## Ethical Leadership Qualities - Values and Behaviours Framework

Value's	Behaviours
<b>Trust</b>	<ul style="list-style-type: none"> <li>• Being reliable, consistent, credible, honest, humble, courageous and kind.</li> <li>• Managing emotions and helping others to manage their emotions.</li> <li>• Keeping promises and doing what you say you will do</li> <li>• Having a genuine interest in others</li> </ul>
<b>Wisdom</b>	<ul style="list-style-type: none"> <li>• Developing knowledge and real expertise, then sharing knowledge</li> <li>• Learning from mistakes and failures and admitting when we are wrong</li> <li>• Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish.</li> <li>• Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.</li> </ul>
<b>Kindness</b>	<ul style="list-style-type: none"> <li>• Being kind, humble and authentic</li> <li>• Leading with compassion and care, listening and seeing beyond the job role to the person</li> <li>• Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.</li> </ul>
<b>Justice</b>	<ul style="list-style-type: none"> <li>• Doing what is right, rather than what is popular or easy.</li> <li>• Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate.</li> <li>• Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense.</li> <li>• Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.</li> </ul>
<b>Service</b>	<ul style="list-style-type: none"> <li>• Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour</li> <li>• Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools.</li> <li>• Removing barriers and blockers to enable others to do their jobs well</li> <li>• Leaving our egos at the door and putting ourselves in the service of others.</li> <li>• Channel ambition into our schools, not ourselves, and developing our successors</li> </ul>
<b>Courage</b>	<ul style="list-style-type: none"> <li>• Looking in the mirror when something goes wrong.</li> <li>• Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.</li> <li>• Give the whole truth, the back-story and the why.</li> </ul>
<b>Optimism</b>	<ul style="list-style-type: none"> <li>• Believing in our own ability, and the ability of others, to do what is right to change the world for the better.</li> <li>• Calling out negativity and cynicism</li> <li>• Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.</li> </ul>
<b>Vision</b>	<ul style="list-style-type: none"> <li>• Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development.</li> <li>• Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks.</li> <li>• Believing in the potential of others; helping them be the best they can be.</li> <li>• Quickly taking in new information and translating that into recommendations, decisions, plans and projects.</li> </ul>