

Job Title: Inclusion Lead/SENDCO

Core Purpose:

- To lead the school's Inclusion and SEND provision.
- To ensure appropriate support for students with a wide range of special needs in all subject areas and, where required, through small group withdrawal/intervention.
- To help, support and raise expectations and outcomes and for students with special educational needs and disabilities (SEND), English as an additional language (EAL) and Individual Education Plans
- To fulfil the key responsibilities of the SENDCO as outlined in the existing Cayman Islands SEN Code of Practice and Education Law.
- To lead the strategic development of inclusion and SEND policy and provision in the Secondary school and to liaise with appropriate Primary colleagues to support transitions and the development of whole school policy and practice.
- To be responsible for the day-to-day operation of the SEND policy and co-ordination of specific provision to support individual students with SEND or a learning disability
- To provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- To support the development of the curriculum by reviewing schemes of work and the learning outcomes for all children managed within inclusion.
- To carry out any teaching/form tutor duties if or where required through discussion with senior management.

Responsible to: **Deputy Head of Secondary (Line manager)**

Key Requirements and Responsibilities

1. Supporting the Catholic Life of the School

- Model the Catholic ethos of the school through actions and relationships.

2. Strategic leadership and development of SEND policy and provision

- Support the Senior Management of the school in establishing a vision for inclusion and the development of the school's SEND provision.
- Assist the Senior leadership Team in developing the policies and practice which promote inclusion, equality and the extended services that the school offers.
- Support the staff and senior management of the school in fulfilling any of their responsibilities with regard to inclusion.
- Promote a culture of inclusion within the school community where all views are valued and taken into account.
- Contribute to school self-evaluation, particularly with respect to the provision for students with SEND.
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the overall school improvement plan.
- Establish and oversee, with the involvement of relevant staff, strategic plans for the development and resourcing of Inclusion/SEND which:
 - Contribute to whole-school aims, policies and practices.
 - Reflect an audit of existing practice across the school.
 - Identify realistic and challenging targets for improvement.
 - Are understood by all those involved in putting the plans into practice.
 - Are clear about action to be taken, timelines and criteria for success.
- Monitor and evaluate the on-going success of strategic plans and the overall quality of provision in relation to Inclusion/SEND.
- Maintain an up-to-date knowledge of local and international initiatives which may affect the school's policy and practice.
- Evaluate whether funding and resources are being used effectively, and where necessary propose changes to make funding and resources more effective.
- Contribute to the reporting of the school's performance to the School Advisory Board, as requested by senior management.

3. Leadership and Management

- Work with senior management to ensure the school meets its responsibilities in relation to Cayman Islands Education Law in terms of provision for SEND and reasonable adjustments and access arrangements.
- To manage the school's inclusion provision and support staff, including any multi-agency providers.
- Provide support with identifying the training needs of staff and how to meet these needs.
- Lead and manage any teaching staff supporting students with SEND.

- Where appropriate, assist with staff performance management and/or professional development needs on an on-going basis in accordance with school policy.

4. Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register/s and provision map/s.
- Be an excellent role model, exemplifying a high standard of teaching and professionalism at all times, and promoting high expectations for all members of the school community.
- Ensure that up-to-date information on SEND students and IEPs are easily accessible to staff.
- Provide guidance to staff, including new staff, on where to access up-to-date information on SEND students and IEPs
- Lead on the provision of training and support for all teaching staff as required at appropriate times of the year.
- To liaise with senior staff, subject and key stage leaders and other key staff to ensure that school policies are implemented and to support the implementation of strategies to raise the attainment of SEND students.
- Promote positive relations and work with St. Ignatius Catholic School Primary colleagues, other schools, educational psychologists, health and social care professionals and other external agencies to identify and support SEND students.
- Advise on the school's budget and other resources to meet students' needs effectively, including staff deployment.
- Contribute to regular reviews of the school's systems to ensure all appropriate requirements of the Education Law and JCQ Examinations are being met.
- Be a key point of contact and maintain regular and appropriate contact with all specialist support services, attending relevant meetings.
- Attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties.

5. Student Achievement

- Review and evaluate the most recent school/external assessment data, as well as other relevant information, in relation to expected, target and actual achievement for individual SEND students.
- Analyse and interpret assessment and other relevant data for SEND students and use to identify student progress and attainment, and the effectiveness of provision. Amend provision where required.
- Support the implementation of strategies by subject staff to address underachievement by students in relation to target grades.
- Follow up with staff, parents any other relevant stakeholders in cases of concerns surrounding the progress and achievement of SEND students

6. Examinations: Internal and External

- Liaise with the Examinations Officer to ensure the appropriate examination support for SEND students with additional needs (internal and external examinations).
- Complete all forms required for JCQ examination access arrangements by the required deadline.
- Manage the Access Arrangements for students by conducting or arranging assessments by suitably qualified professionals, producing a register and supporting faculties in implementing the arrangements.
- Liaise with subject teachers on the educational needs of allocated students to reduce barriers to learning and facilitate inclusion.
- Liaise with the Examinations Officer to ensure applications for Centre Delegated access arrangements have been submitted for both boards within deadlines.
- Ensure all additional required evidence is available when applying for non-Centre-Delegated arrangements.

7. Assessment

- Establish and implement clear policies and practices for assessing, recording and reporting on student work for SEND students.
- Ensure assessments and reports for SEND students are carried out in accordance with school policy by subject staff.
- Where requested, review student applications to the school from SEND students who are attending other schools and confirm if the information provided confirms that the school would be able to meet the student's needs.

8. Quality of Teaching and Learning

- Ensure high standards of teaching and learning by providing guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of all SEND /IEP students and regularly advise on the approach to SEND support.

- Work with subject leaders to ensure appropriate liaison between subject teachers in planning teaching and learning for students with IEPs or who require in-class learning support.

9. Monitoring and Evaluating

- Monitor the performance of SEND students in external examinations and internal assessments. Advise on and support the implementation of strategies to improve attainment as required.
- Monitor and analyse the progress made with plans and targets, evaluate the effects and use this analysis to guide further improvement. To this effect provide line manager with a written annual report and draft action plan.
- Attend meetings with the line manager to discuss the ongoing development of the school's Inclusion/SEND provision and student progress and attainment.

10. Managing Own Performance and Development

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, extracurricular activities, leadership and management and involvement in school development.
- Delegate tasks as appropriate to staff to assist with own time management.
- Participate in appropriate professional development in accordance with the school's professional development policy and budget constraints.

11. Managing and Developing Staff

- Hold meetings with staff as appropriate and as scheduled on the school year calendar.
- Lead professional development where required through example and support, and co-ordinate the provision of high-quality professional development drawing on other sources of expertise as necessary.
- Take responsibility for identifying the professional development needs of all who teach the subject. Liaise with Senior Management in respect of those needs.

12. Relations with Wider Community

- Oversee and ensure involvement of St. Ignatius Catholic School in community initiatives related to Inclusion/SEND.
- Represent the school at external meetings related to Inclusion/SEND.
- Assist with the promotion of the value and on-going success of the school's Inclusion/SEND programme through a variety of meetings and media, both within the school and the wider community.
- Communicate and meet with parents, when appropriate, in order to promote and develop positive academic achievement, behaviour, attendance and punctuality and the personal development of SEND students.
- Communicate with external stakeholders, in order to ensure relevant attendance at meetings, presentations and that appropriate report deadlines are met.

13. Managing Resources

- Establish staff and resource needs, advise line manager of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plan.
- Ensure the effective and efficient management, organisation and recording of learning resources, including information and communication technology.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- Liaise with the school Librarian and Director of Technology to develop appropriate resources for Inclusion/SEND provision.

14. Other specific tasks

- Have responsibility for the school's SEND Information Report and SEND Policy; its development, maintenance and evaluation.
- Identify a students' special educational needs and provide support for SEND students.
- Promote students' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Implement and lead intervention groups for students with SEND and evaluate their effectiveness.
- Liaise with Line Manager and Timetable Coordinator in respect of the curriculum, timetable and staffing needs in relation to SEND students.

- Lead and coordinate the intervention timetables for SEND students
- Coordinate provision that meets SEND students' needs, and monitor its effectiveness
- Secure relevant services for students, where required.
- Implement and review a system of recording the progress of students on the SEND, Additional Needs and EAL registers, in partnership with parents, teachers and other relevant staff members.
- Provide summary reports to the senior management and staff where required.
- To oversee the creation of relevant and accurate records and reports, including those for communicating and consulting with parents of SEN students.
- Ensure all records are maintained and kept up to date.
- Have responsibility for all SEND/IEP annual reviews.
- Assist teachers in the identification of children within inclusion, advising them on appropriate strategies and resources to be included in schemes of work and lesson planning
- Ensure provision of appropriate SEND intervention and assess its impact.
- Advise on teaching strategies which promote greater access to the curriculum for allocated students with Special Education Needs
- Support colleagues in finding appropriate strategies to deal with behaviour difficulties in relation to teaching SEND students and identify any resulting training needs.
- Pursue personal and professional development opportunities to meet the changing demands of the role.
- Work with Heads of Year/Key Stage leaders to ensure that vulnerable students are supported in a timely and effective manner.
- Liaise with outside agencies to ensure that students and families access appropriate services when required.

Review

This job description will be reviewed at the beginning of each academic year, or earlier if necessary. In addition, it may be amended at any time after consultation.