



ELLIS GUILFORD SCHOOL
Creative Education Trust

SENDCo

Information Pack

www.ellisguilfordschool.org.uk



Where **EGScellence** thrives,
and the **EGSceptional** shine



A WARM WELCOME FROM MISS JOHNSON

Principal at Ellis Guilford School

As the very proud Principal of Ellis Guilford School, I have great pleasure in welcoming you to our community. Thank you for taking an interest in who we are, and what we do!

One of my most exciting responsibilities as Principal, is the recruitment and development of a highly skilled staff team. When joining this team, a significant amount will be asked of you, but in return, we provide extensive support to develop your skills and expertise, so that you can be the very best in your field.

All staff at EGS, hold the belief that every child can be, and will be, successful. We are relentless in the pursuit of ensuring every single child is championed, listened to, encouraged and celebrated.

If you are energetic, passionate and share a vision similar to ours, then we would love to hear from you.

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title	SENDCo	Location	Ellis Guilford School
Salary	L8-12	Hours	Leadership
Department	Inclusion	Reports to	Vice Principal

Job Purpose:

- As a key part of our Leadership Team, the SENDCo leads and coordinates high quality SEND provision, ensuring children’s needs are accurately identified and met through effective teaching, targeted support and statutory compliance. They work with staff, families and external agencies to remove barriers to learning and promote an inclusive, high expectation culture across the school.

Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.



KEY RESPONSIBILITIES AND DUTIES:

LEADERSHIP & STRATEGIC DIRECTION:

- Provide strategic leadership of SEND provision, curriculum adaptations and interventions to meet diverse pupil needs and enables them to make expected or better progress.
- As SENDCo, led on the development, implementation, monitoring, evaluation and communication of the school's SEND vision in collaboration with all stakeholders
- Coordinate strategic oversight and direction to the Inclusion Team.
- Ensure the SEND Code of Practice is fully embedded in school procedures.
- Drive high expectations, inclusion and positive conduct across the school.
- To be responsible for completing all processes that relate to statutory and non-statutory assessments.
- To manage appropriate resources for special needs and ensure that they are used efficiently, effectively and safely.
- Being a significant presence around the school, actively supporting staff and promoting appropriate conduct amongst students.
- Promote and uphold the values and ethos of Ellis Guilford such that the highest achievements are expected from all members of the school community.
- Attend leadership meetings and work with leadership teams to provide pedagogical guidance, ensuring curriculum planning, resourcing and delivery meet students' needs.
- Willingness to undertake the DSL qualification.
- Work with the pastoral team to embed therapeutic thinking.
- Work with the attendance team to support children with EBSA.

IDENTIFICATION, ASSESSMENT & MONITORING:

- Establish and maintain procedures for identification, referral and assessment of pupils with SEND.
- Provide strategic direction to the work of the 'quality of teaching' team to address uneven patterns of progress in outcomes for disadvantaged students and those with SEND.
- Maintain an accurate and up to date SEND register and disseminate information to staff.
- Lead and quality assure statutory and non-statutory assessments, annual reviews and EHCP processes.
- Chair annual reviews.
- Use national, local and school-level data to identify underachievement and plan effective interventions and target additional specific provision to improve outcomes for students with SEND.





KEY RESPONSIBILITIES AND DUTIES CONTINUED:

TEACHING, LEARNING & CURRICULUM:

- Improve Quality First Teaching through coaching, training, modelling and support for staff.
- Lead staff in planning inclusive lessons that address SEND needs and break down learning barriers.
- Work with the 'quality of teaching' team to substantially improve quality first teaching to meet the needs of disadvantaged students and those with SEND.
- Work with the Quality of Teaching team and subject leaders to create a continuum of provision that supports students who are behind and accelerates their progress.
- Develop and review the curriculum offer for SEND pupils, ensuring consistency, challenge and progression.
- Oversee literacy, SEMH, and targeted interventions to accelerate progress.
- To teach a timetable in a curriculum subject directed by the Principal.

STAFF DEVELOPMENT & COLLABORATION:

- Provide guidance, training and professional development for teachers, support staff and LSAs.
- Implement and embed lead practices through the teacher-to-teacher coaching model and the Quality of Teaching team, ensuring all teachers develop expertise in planning for progression and meeting students' needs.
- Work with subject leaders, teachers and relevant staff to ensure SEND information and data is used to set subject specific targets and appropriately match work to students' needs.
- Lead, challenge and support LSAs, specialist teachers and external professionals.
- Support induction of new staff regarding SEND procedures and statutory responsibilities.
- Working with staff to further improve the impact of SMSC and tutorial on student outcomes.

WORKING WITH PARENTS, CARERS & EXTERNAL AGENCIES:

- Ensure parents are fully involved at all stages of assessment, intervention and review.
- Develop effective strategies for parental engagement and communication.
- Liaise with multi-agency partners to secure support for pupils with additional needs.
- Support transitions between phases and settings.
- Gather information and produce reports for a range of audiences including the local authority, governors and staff.
- To liaise with relevant outside agencies to ensure that individual students' special educational needs are met effectively and that all statutory requirements are met fully.
- To ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.



KEY RESPONSIBILITIES AND DUTIES CONTINUED:

WHOLE SCHOOL ETHOS & COMMUNITY:

- Work with parents and students to ensure that they understand the aims of the school, its policies and procedures and future direction.
- Foster a culture where students respect others and their environment by implementing strategies developed with external consultants and monitoring their impact on outcomes.
- Contribute to school policies, development planning and leadership meetings.
- Uphold CET values and promote inclusion, equity and pupil success.
- Undertake teaching duties as required. Maintain confidentiality, health and safety compliance and continuous professional development.

EXAMINATIONS & ACCESS ARRANGEMENTS:

- Identify pupils requiring access arrangements and coordinate timely assessment.
- Work with the Exams Team to implement appropriate adjustments.

SAFEGUARDING, WELFARE & BEHAVIOUR:

- Maintain a strong safeguarding culture and adhere to all child protection procedures.
- Support pupils with SEMH needs, ensuring effective behaviour support strategies and pathways.

OTHER DUTIES:

- To be a key contributor to drive continuous school improvement.
- To promote actively the school's corporate policies including the school's health and safety policy and undertake risk assessments as appropriate.
- To continue personal development as agreed.
- To take an equitable part in the cover and duties system of the school according to policy and regulations.
- Undertake other similar activities that may fall within the grade and scope of the post as directed by the Principal. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal. (The job description will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the post holder).



JOB REQUIREMENTS

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none">• Qualified Teacher Status.• Relevant degree.• Recent and relevant CPD.• SENDCo qualification.	<ul style="list-style-type: none">• Masters-level qualification in a relevant field.
Experience	<ul style="list-style-type: none">• Experience managing a team or leading SEND provision. Experience leading staff training.• Successful, recent teaching experience with a proven track record of strong progress outcomes for SEND pupils.• Experience of planning sequences of learning and adapting curriculum for diverse needs.• Experience establishing effective procedures for identifying and supporting pupils with SEND, including pupil passports and targeted interventions.• Experience analysing national, local and school pupil data to inform strategic decisions and improve outcomes for SEND pupils• Experience providing guidance, coaching and challenge to teachers and support staff to improve inclusive practice and pedagogy• Experience working with pupils with a range of SEND needs, including SEMH, communication and learning needs.	<ul style="list-style-type: none">• Experience of senior leadership.

JOB REQUIREMENTS

	ESSENTIAL	DESIRABLE
Experience Continued	<ul style="list-style-type: none">• Experience liaising with and coordinating external agencies, such as educational psychologists, therapists and local authority SEND teams.	
Knowledge and Understanding	<ul style="list-style-type: none">• Strong understanding of effective SEND pedagogy and intervention strategies.• Demonstrable understanding of the SEND Code of Practice.• Knowledge of behaviour management strategies and SEMH support.• Ability to use data and evidence to inform decisions and evaluate impact.	
Skills and Personal Attributes	<ul style="list-style-type: none">• Strong communication skills (written, verbal and presentation)• Excellent organisational skills and attention to detail.• Proven ability to build positive relationships with pupils, staff, parents and agencies.• Emotional resilience and commitment to inclusive education.• Focused on ensuring all children are safe and well cared for.• Abilities to relate to young people and adults in an empathetic manner.• Demonstratable experience of building effective relationships.	

JOB REQUIREMENTS

	ESSENTIAL	DESIRABLE
Skills and Personal Attributes Continued	<ul style="list-style-type: none"> • Demonstrates resilience, motivation and commitment to achieving excellence • Relishes accountability and takes personal responsibility for their own actions • Ability to respond swiftly and effectively to the unexpected • Excellent communication skills. Strong interpersonal, written and oral communication skills. 	
Creative Education Trust Values	<ul style="list-style-type: none"> • All colleagues are expected to demonstrate the Creative Education Trust values in their work by: <ul style="list-style-type: none"> ◦ Empowering Ambition: Supporting personal growth, innovation and high performance. ◦ Championing Equity: Promoting fairness, inclusion and high expectations for every student. ◦ Unlocking Opportunity: Helping create access to knowledge, experiences and networks that broaden horizons. • These values should be evident in how the post-holder works, collaborates and contributes to the wider Trust community. 	
Equal Opportunities	<ul style="list-style-type: none"> • A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity 	
Safeguarding	<ul style="list-style-type: none"> • A thorough understanding of up-to-date safeguarding requirements and best practice • Committed to the highest standards for child protection. 	
Other Requirements	<ul style="list-style-type: none"> • Elevated expectations for every pupil and a proven history of making a difference to the learning and experiences of pupils inside and outside the classroom. • Commitment to and vision for developing links with the local community 	