SIR JOHN DEANE'S
SIXTH FORM COLLEGE
1557

SPECIAL EDUCATIONAL NEEDS COORDINATOR

Sir John Deane's Sixth Form College (Northwich)

Main Pay Scale

NSP 1 – NSP 9

Job Description & Person Specification

Job Description

Reporting to

Deputy Principal

Purpose of the role

Lead and coordinate the College's SEND provision and the Learning strand of its Inclusion Strategy, ensuring students receive appropriate, timely support that improves achievement, participation and progression.

Main responsibilities

Strategy & quality improvement

1. Develop, implement and review the College's SEND policy, procedures and practice, leading the implementation of SEND reform and maintaining compliance with relevant duties.
2. Oversee the Learning strand of the Inclusion Strategy and lead strategy and key performance indicators for the wider Inclusion team, including Learning Mentor interventions and examination access arrangements.
3. Monitor and evaluate SEND provision, including through lesson observations, and use findings to strengthen inclusive practice.
4. Act as a disability champion; keep up to date with national and local SEND policy and legislative changes, share relevant developments with colleagues and adapt provision to meet students' needs.

Student support and achievement

1. Lead the College's work on Education, Health and Care Plans (EHCPs), coordinating, implementing, monitoring and reviewing provision for students with plans.
2. Develop, implement and review individual support and learning plans, aligning these with EHCP requirements where applicable.
3. Lead the management of high needs students and monitor the progress, retention and achievement of students receiving additional learning support, taking action to close achievement gaps.
4. Maintain effective systems for identifying and assessing students' needs and communicating relevant information to teaching and support staff.
5. Lead the College's graduated approach to SEND support, including teacher review meetings and the review of SEND codes.
6. Lead and support Fitness to Study programmes in partnership with relevant internal colleagues and external stakeholders.

Partnership working and staff development

1. Coordinate continuity of support and transition into and out of college, liaising with schools, specialist and support agencies, arranging transition visits and attending relevant meetings.
2. Provide specialist advice, guidance and training to teachers and mentors to promote inclusive teaching across the curriculum; lead SEND-related staff development and contribute to whole-College professional development initiatives.

Examination access arrangements

1. Lead examination access arrangements in accordance with current Joint Council for Qualifications (JCQ) requirements, maintaining effective systems for identifying concerns, managing evidence and information, and arranging appropriate assessments.
2. Work with College departments, students, parents, assessors and other relevant partners to ensure access arrangements and reasonable adjustments are in place by internal and external deadlines.

Safeguarding resources and professional responsibilities

1. Act as a key member of the College's safeguarding team, including contributing to SEND risk assessments; follow and promote the Staff Code of Conduct and Safeguarding and Prevent policies.
2. Manage the Learning Support budget and coordinate the allocation and use of resources to meet students' needs.

3. Implement, review and update appropriate personal, technical and organisational measures to ensure data processing complies with UK GDPR.
4. Promote fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs and those without faith.
5. Undertake other reasonable duties required by the principal, consistent with the role and the College's approach to delivering an effective, high-quality support service.

Other

1. Putting children and young people at the centre of everything the Foundation does, and to ensure their safety and welfare of children and young people across the Foundation.
2. To identify and implement opportunities for the Foundation to operate in a more effective and efficient manner for the benefit of stakeholders.
3. To continue to build upon the positive reputation of the Sir John Brunner Foundation and its rich history to ensure its long-term success and sustainability, liaising with external stakeholders at national, regional and local levels.
4. Build effective relationships with other MATs to facilitate the sharing of expertise and best practice and working closely with those schools wishing to join The Sir John Brunner Foundation.
5. Adhere to the Foundation's policies on code of conduct, Safeguarding, H&S and Data Privacy.
6. Any other duties not specified but are commensurate with the skills and knowledge of the post holder.
7. This role follows a college academic calendar and requires onsite attendance from the start of the academic year on GCSE Results Day (third Thursday in August), ending in mid-July.

Person Specification

	Desirable	Essential
Qualification		
Degree or equivalent relevant professional qualification and a recognised teaching qualification		✓
Evidence of continuing professional development in SEND and inclusive education		✓
NPQ for SENCOs, NASENCO or equivalent specialist SEND qualification	✓	
Specialist qualification in assessing examination access arrangements	✓	
Experience		
Successful experience of leading or coordinating SEND support and improving student outcomes		✓
Coordinating EHCP provision, individual support plans and reviews, working with families and external agencies		✓
Coordinating examination access arrangements and providing SEND advice or training to colleagues		✓
Experience in post-16 education and/or managing staff, budgets or specialist resources	✓	
An ability to teach an A-Level subject	✓	
Knowledge & Skills		
Knowledge of the SEND Code of Practice, post-16 duties, reasonable adjustments and the graduated approach		✓
Knowledge of SEND needs, inclusive teaching strategies and current JCQ access arrangement requirements		✓
Ability to evaluate provision and student progress, use data to drive improvement and manage competing deadlines		✓
Strong communication, collaborative leadership and digital skills; ability to maintain accurate, confidential records		✓
Attributes		
Ability to establish credibility as a leader		✓
Ability to motivate, inspire and develop colleagues		✓
High expectations for students, valuing student voice, inclusion, independence and preparation for adulthood		✓
Sound judgement, empathy, resilience and a reflective, adaptable approach to professional practice		✓
Commitment to safeguarding, Prevent, equality, confidentiality, professional boundaries and the Foundation's values		✓