

Heathfield Community School

Job Description:



Job title: Associate Assistant Headteacher – Special Educational Needs Co-ordinator (SENCO)

Salary: L10-L11

Hours: Full-time

Contract type: Permanent

Reporting to: Assistant Headteacher

Main purpose

This person, under the direction of the Line Manager, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD
- To monitor and support the progress of students with SEND, intervening where needed to ensure positive outcomes for all.

Duties and responsibilities

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Demonstrate and model excellent classroom practice to teachers and lead sessions where appropriate.
- Report after each assessment point on the progress of the SEND cohort, outlining appropriate next steps
- Ensure all interventions offered are researched, planned and evaluated to ensure such intervention is having the desired impact allowing for changes where appropriate.

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer

- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Monitor progress of SEND students intervening with support to ensure at least good outcomes for all students.

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Review, monitor and action any SEND assessment at transition (Year 6-7), also ensuring that the school obtains all relevant information to support a smooth transition for the pupil
- Review, monitor and action any SEND assessment for new joiners at any point in the Academic year, also ensuring that the school obtains all relevant information to support a smooth transition for the pupil
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Ensure Access Arrangements are made for internal and external examinations in accordance with JCQ regulations and with support of the specialist assessor.
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability
- Monitor and report on the behaviour record for SEND students analyzing to identify trends in order to intervene and reassess as needed.
- The pupils may be at any of the Schools teaching spaces where you will have responsibility of their SEND needs such as the Main school, Cedar Center, The Space and any other location in which the school uses.

Leadership and management

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- To play a part within the on call SLT duty rota, responding appropriately to issues arising at that time.
- To have the leadership oversight of the Cedar Centre and hold line management responsibility of their staff base
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis.

Other areas of responsibility

The post holder will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role and this Job Description and does not define in detail all duties/responsibilities of the post. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher. The Job Description will be reviewed on a regular basis and may be subject to modification or amendment after consultation and agreement with the postholder. Additional detailed guidance can be found in the Heathfield Community School Practice document which is issued to all members of the teaching staff.

Problem Solving and Creativity

- Use a variety of interpersonal techniques to establish supportive relationships with students, colleagues, parents, carers and outside agencies
- The postholder will need to be flexible and creative in their daily work practices.

Decision Making

- Seek guidance and support from colleagues as required.
- Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of the students in relation to their educational activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented.
- On occasions there will be a need to make immediate decisions, without initial referral to SLT, in relation to immediate care, control and safety of students with additional educational or personal needs.

Physical Effort and Working Conditions:

A normal school environment, although the postholder may be involved in external school activities. Some of the working day is spent standing, with periods of crouching/ bending to engage students in activities.

Occasional physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with students who have psychological needs and/ or physical disabilities.

Work Demands

- Be flexible to meet the needs of students, able to multi-task and adapt to situations as they arise
- Ability to be patient, show empathy and remain calm under pressure.
- Adopt a range of developed techniques and strategies, gained through experience to promote positive pupil behaviour and deal promptly and effectively with conflict and incidents in line with school policy. Encourage pupils to take responsibility for their own behaviour.

Contacts and Relationships

- Designated Safeguarding Lead
- DDSL
- Senior Leadership Team
- Heads of Departments
- HR
- School Business Manager
- Professional Body representatives
- Other agencies including the LEA

Person specification

CRITERIA	QUALITIES	
	ESSENTIAL	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> ➤ Qualified teacher status ➤ National Award for SEN Co-ordination, or a willingness to complete this or the new NPQ SENCo leadership award within 3 years of appointment ➤ Degree 	
Experience	<ul style="list-style-type: none"> ➤ Teaching experience ➤ Involvement in self-evaluation and development planning ➤ Experience of conducting training/leading INSET ➤ Experience of working with children or young people with complex needs. ➤ Experience of behaviour management ➤ Experience of multi-agency working. 	<ul style="list-style-type: none"> ➤ Experience in using school databases and systems ➤ Experience of providing pastoral support students in the 11-19 age range.
Skills and knowledge	<ul style="list-style-type: none"> ➤ Sound knowledge of the SEND Code of Practice ➤ Understanding of what makes 'quality first' teaching, and of effective intervention strategies ➤ Ability to plan and evaluate interventions ➤ Data analysis skills and the ability to use data to inform provision planning ➤ Effective communication and interpersonal skills ➤ Ability to build effective working relationships ➤ Ability to influence and negotiate ➤ Good record-keeping skills ➤ Student-centred outlook and ability to build positive relationships with young people ➤ To be competent in the use of Word, Excel, and PowerPoint and have good general computer literacy skills ➤ Have good listening and questioning skills ➤ Ability to develop positive working relationships with a wide range of professionals, young people and families. 	
Personal	<ul style="list-style-type: none"> ➤ Commitment to getting the best 	<ul style="list-style-type: none"> ➤ Can provide clear examples of staying

qualities	<p>outcomes for pupils and promoting the ethos and values of the school</p> <ul style="list-style-type: none"> ➤ Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability ➤ Ability to work under pressure and prioritise effectively ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding and equality ➤ Has a high level of organisation skills ➤ Excellent interpersonal skills ➤ Excellent written and oral communication skills ➤ Negotiating/Influencing skills ➤ Able to use a variety of ICT packages effectively. 	<p>calm under pressure</p>
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