

## Job Description and Person Specification

The Halley Academy

<b>Position:</b>	<b>Director of Inclusion (SENCO)</b>
<b>Reporting to:</b>	<b>Principal</b>
<b>Location:</b>	<b>The Halley Academy, Corelli Road, London SE3 8EP</b>

**Job Purpose:** To work closely with the Senior Leadership Team and colleagues in the strategic development of the academy's Special Educational Needs (SEN) provision and oversee the day-to-day operation of that provision with the aim of raising SEN student achievement.

### Areas of Responsibility and Key Tasks

#### a) Strategic Direction and Development of SEN Provision in the academy (with the support of, and under the direction of the leadership team)

- exercise a key role in assisting the senior leadership team and governors with the strategic development of SEN policy / provision
- support all staff in understanding the needs of SEN student and ensure the objectives to develop SEN are reflected in the school development plan
- monitor progress of objectives and targets for students with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
- analyse and interpret relevant school, local and national data and advise the senior leadership team on the level of resources required to maximise achievement
- liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure continuity of provision

#### b) Teaching & Learning

- support the identification of and disseminate the most effective teaching approaches for students with SEN
- work with the senior leadership team and staff to develop effective ways of bridging barriers to learning through:
  - assessment of needs
  - monitoring of teaching quality and student achievement
  - target setting, including ILPs
  - developing a recording system for progress
- collect and interpret specialist assessment data to inform practice
- undertake day-to-day co-ordination of SEN students' provisions through close liaison with staff, parents and external agencies
- work with the senior leadership team, teachers, post-holders and pastoral staff to ensure all students learning is of equal importance and that there are realistic expectations of students

#### c) Leading and Managing

- provide professional guidance to staff to secure good teaching for SEN students, through both written guidance and meetings
- advise on and contribute to the professional development of staff, including whole Academy INSET provision
- provide regular information to the senior leadership team and governing body on the evaluation of SEN provision and outcomes

**d) Effective deployment of staff and resources**

- advise the senior leadership team and governing body of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency
- maintain and develop resources, coordinate their deployment and monitor their effectiveness in meeting the objectives of Academy and SEN policies

**e) Other professional requirements**

- coordinate all Annual Reviews and attend / chair when necessary

**Person Specification**

Attributes	Essential Criteria	Desirable
<b>Training and Qualifications</b>	<ul style="list-style-type: none"><li>- A graduate in a relevant discipline</li><li>- To hold a teaching qualification that is recognised by the DfE</li><li>- To have evidence of continuing and recent professional development relevant to the post</li></ul>	<ul style="list-style-type: none"><li>- National SENCO Award or willing to complete training</li><li>- Evidence of ASD qualification/s</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>- As SENCO/supporting children with special educational needs</li><li>- Effective working with a variety of stakeholders</li><li>- Monitoring and identifying areas for improvement</li><li>- Leading, motivating and developing practice</li><li>- Effective use of assessment and analysis of SEND children's progress in raising standards</li><li>- Teaching experience across the secondary phase having taught at all levels of ability to at least a good standard</li></ul>	<ul style="list-style-type: none"><li>- Experience as SENCO in more than one environment</li><li>- Working effectively with students with ASD</li></ul>
<b>Professional knowledge, skills and understanding</b>	<ul style="list-style-type: none"><li>- Previous experience of effective SEND development and pupils based learning</li><li>- Thorough and up to date knowledge of SEND code of practice and SEND issues</li><li>- Proven Management and SENCO skills to support inclusive teaching and learning</li><li>- Ability to produce accurate work to tight deadlines under pressure</li><li>- Ability to communicate clearly in writing and orally a variety of audiences</li><li>- Ability to be able to deal sensitively with pastoral issues relating to staff and students</li><li>- Extensive ICT skills that reflect the impact of technology on today's classrooms</li></ul>	<ul style="list-style-type: none"><li>- Experience of managing successful change</li></ul>

<b>Personal Qualities and Abilities</b>	<ul style="list-style-type: none"> <li>- An enthusiastic, confident and able communicator with excellent interpersonal skills</li> <li>- An effective organiser who can get the most from all types of resources through their development and deployment</li> <li>- A positive and resilient individual with drive, initiative, vision and commitment to improve standards in the academy</li> <li>- Can lead, motivate and inspire others including teachers, parents and governors</li> <li>- Commitment to inclusion and raising standards for all</li> </ul>	<ul style="list-style-type: none"> <li>- Able to demonstrate strong leadership and management skills</li> </ul>
<b>Management</b>	<ul style="list-style-type: none"> <li>- Ability to analyse and evaluate data on students</li> <li>- Ensure appropriate curriculum provision for all students with SEND</li> <li>- Ability to establish credibility with colleagues, students and parents</li> </ul>	