

**Director of Learning: SEND (SENCO)
Job Description**

Responsibility Allowance: TLR 1a

Reporting to the Assistant Headteacher: Safeguarding and Inclusion

Purpose:

Undertake the normal responsibilities of a classroom teacher and adhere to Teaching Standards 2012. To lead the provision of Special Educational Needs learning support for all students apart from those with an identified or un-identified Speech, Language and Communication need; to support high quality teaching, effective use of resources, and high standards of teaching and learning and the achievement of high-quality outcomes for all pupils. This role is integral in Oriel's inclusion framework: Access Oriel.

General Duties and Responsibilities

The role of the Director of Learning: SEND is to lead all staff in ensuring all students with an identified or un-identified SEND need are able to access the curriculum and achieve high-quality outcomes. The Director of Learning: SSC holds the responsibility for students with a Speech, Language and Communication need however there will inevitably be a crossover.

The general duties and responsibilities also include, but are not limited to, the following:

To fulfil the role of SENCO

To lead the provision for Special Educational Needs within the school, liaising with the AHT: Safeguarding and Inclusion, Directors of Learning, Heads of Faculty, Subject Leaders and other staff as required;

To be the school's expert in SEND;

To lead all staff in ensuring they can deliver Quality First Teaching to all

To provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different pupils

To support the provision of SEND, including the allocation of support time in association with the Director of Learning: SSC, the writing of Individual Education Plans/profiles and conducting annual reviews;

To use data effectively to identify pupil's needs and where necessary work with staff to create and implement effective plans of action to support those pupils;

To monitor the effectiveness of Individual Education Plans/profiles and chair annual reviews for non-SSC students;

Lead in the devising, implementation and updating of Policies which reflect the school's commitment to high achievement, and effective teaching and learning;

To liaise between parents, students and staff in school to ensure effective communication

To maintain accurate records;

To manage appropriate SEND resources and to ensure that they are used efficiently, effectively and safely;

- To use data effectively to identify pupils' progress and where necessary work with staff to create and implement effective plans of action to support those pupils to reach good outcomes;
- To contribute to whole-school planning, review and decision making for individual intervention via internal CARMs;
- To assess, plan and lead interventions as part of the whole-school inclusion programme ensuring that students are able to access a mainstream curriculum and to meet their potential socially, emotionally and academically
- To manage and create records that effectively monitor interventions and their impact using the Assess, Plan, Do, Review model
- To create, collate and manage resources for the delivery of interventions
- To ensure that relevant staff are kept informed of interventions, their outcomes and any resulting actions;
- To train and lead staff to deliver interventions
- To line manage the HLTAs for English, Maths and Science;
- To lead on the allocation of Learning Associates and the recruitment thereof
- To oversee transition arrangements for SEND students from previous settings and to new settings and in to adulthood.
- To co-ordinate the application for Access Arrangements;
- To audit CPD alongside the Director of Learning: CPD;
- To identify and source/deliver CPD for needs pertaining to SEND;
- To stay up to date with research and other developments in the teaching of all SEND
- To collate and prepare reports in a timely fashion;
- To liaise with relevant outside agencies to ensure that the SEND needs of all students are met effectively;
- To ensure that the administrative assistant for SEND organises appropriate meetings as well as maintains accurate and detailed records of meetings and discussions with parents and outside agencies;
- To support the DHT Teaching and Learning by producing a SEND Improvement Plan and engaging in the production of the School Improvement Plan, to include staff development and training implications;
- To promote the use of ICT creatively to enhance learning;
- To manage the budget and resources allocated to pupils with SEND;
- To complete observations on groups and individual students providing feedback to the relevant member(s) of staff.

In order to perform this role well, the Director of Learning: SEND is expected to:

- Maintain a thorough working knowledge of the school's policies and procedures related to SEND, including the SEND Information Report, Child Protection, Safeguarding and Inclusion policies;
- Act in the best interest of all the pupils of the school; and behave in a professional manner, including maintaining confidentiality as required.

Person Specification Qualifications and Training:

- A good honours degree or equivalent
- Qualified Teacher Status
- National SENCO Qualification

Experience of supporting students and their families with SEND
Other professional development in the area of SEND

Knowledge and Experience:

Experience of teaching with evidence of having achieved successful pupil outcomes;
Experience of teaching across all key stages (KS2 (desirable), KS3, KS4);
Experience in teaching and supporting the needs of pupils with SEND
Knowledge and understanding of how children learn;
A sound understanding of the principles of inclusive practice as evidenced in West Sussex's Inclusion Framework;
A sound knowledge of the SEND Code of Practice;
Experience of working closely with parents in successful home-school partnerships that support pupils' needs;
Experience of multi-agency working;
Knowledge and experience of using basic diagnostic tests for identifying specific needs;
Experience of interpreting Speech and Language assessment reports and using them to inform target-setting (desirable);
Experience of developing and delivering appropriate CPD to colleagues (desirable);
Experience of administering and leading EHCP reviews (desirable);
Knowledge of alternative curriculum options (desirable);
Knowledge of issues relating to equal opportunities;
Knowledge of current educational issues including assessment.

Skills and Abilities:

Ability to inspire, challenge and influence the practice of others
Team building, fostering and maintain relationships with students, school staff and other professionals.
Planning and delivering highly engaging learning opportunities
Work under pressure and deliver to time scales
Fostering resilience
Capable of planning intervention work, assessing the needs and achievements of children and maintaining appropriate records
Excellent written and oral communication skills.

You should demonstrate and follow:

Strategy and development plans to achieve the school's vision and ethos;
The school's Behaviour for Learning Policy and Rewards and sanctions Procedure;
The effective use of performance data in relation to raising attainment and standards;
The school's financial management policies and procedures.

Whilst every effort has been made to explain the main duties and responsibilities of the post, individual tasks undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not

specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job to reflect the changing needs of the school.