

Job Title	Lead SENCO
Location	The Windsor Boys School (0.6) and all the schools in the Windsor Learning Partnership (0.4)
Reporting To	CEO of Windsor Learning Partnership (WLP) and Deputy Head at The Windsor Boys' School

Job Purpose

The Senior Special Educational Needs and Disabilities Co-ordinator (SENCO) will be working in two roles:

1. Providing leadership and coordination of other SENCOs across the Windsor Learning Partnership ensuring all their schools meet the standards set down in relevant legislation and codes of practice.
2. Responsible for ensuring the Special Educational and Disabilities Needs (SEND) provision at The Windsor Boys' School is efficiently and effectively managed, ensuring the school and the staff meet the individual needs of every student

Main Duties and Responsibilities

Leadership and Strategic Role (Trust Level)

- Coordinate the provision for inclusion and SEND across the six schools in WLP.
- Liaise with and advise the executive team of the Trust on SEND strategy
- Work with the headteachers and SENCOs of the schools in the WLP to provide improvements, coordination and effectiveness.
- Coordinate the SEND provision through the work of the WLP Inclusion Forum
- Provide day-to-day guidance and support for the SENCOs in each school.
- Provide regular reports to the WLP board regarding SENCO provision.
- Strategically evaluate teaching, learning, resources and personnel issues.
- Be responsible for leading on the development of SEND throughout the Trust
- Work with other professionals to ensure that provision allows every individual student with SEND to maximise their potential.

Managerial Role (at TWBS)

- Oversee and manage the provision for inclusion and SEND across the curriculum including the integration of hard to place students
- Ensure that the legal requirements of the Code of Practice are followed and that students receive their entitlement at the relevant stages
- Ensure annual reviews and strategy meetings are of a consistently high quality, overseeing the completion of IPMs where relevant and ensuring suitable records are kept undertake quality assurance reviews of the Academies' SEND provision
- Be accountable for the academic progress of all students with special educational needs

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- Monitor national developments and advise senior staff on policy by agreement with the Headteacher and attend extended SLT meetings as required
- Line manage the work of the SENCOs and any SEND teachers the schools may employ
- Be responsible for the leadership of the inclusion team
- Be accountable for the attainment, achievement and progress of all students with SEND
- Lead/Chair meetings where necessary
- Part of the Child Protection Team responsible for school wide ensuring processes and procedure are followed and the appropriate intervention is taken is desirable

Line Management

- Deputy SENCO
- Any SEND Teachers the school may employ
- Teaching Assistants
- Oversee the work of the transition groups

Learning and Teaching Role

- Demonstrate excellent practice in the delivery of the curriculum for students with SEND
- Support the development of effective teaching strategies to meet specific needs across the school
- Advise and assist staff in the writing of personalised learning routes, including the setting of targets
- Promote the delivery of an appropriately differentiated curriculum
- SEND teaching as appropriate

Assessment and Reporting

- Ensure appropriate arrangements are made for students with regard to internal and external assessment and examination
- Analyse and interpret relevant school, local and national data and advise the Headteacher on the level of resources required to maximise achievement

Monitoring and Review

- As part of the school's annual review undertake a review of the school's SEND provision
- Monitor and review the impact of additional provision on standards and progress of students with special educational needs
- Provide regular information to the Headteacher and Governing Body on the evaluation of SEND provision

Liaison Role

- Work with subject leaders to ensure quality of teaching and learning for SEND students across the curriculum
- Work with other staff to ensure equality of access to out of school and extra-curricular activities for students with SEND
- Liaise with the year team leader responsible for primary liaison and transition to ensure effective transition arrangements for students with SEND

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- Liaise with the educational psychologist about specific strategies and personalised learning to support students with SEND
- Conduct effective liaison with partner schools and other external agencies, external professionals and other Buckinghamshire SEND provision
- Liaise closely with parents, carers, education welfare officers and other agencies to ensure a high quality and appropriate service is provided for each student with SEND
- Liaise with the LA and other agencies over provision
- Be an advocate for the school's ethos, promoting inclusion and challenge for individuals within the context of the school's vision

Staff Development Role

- Ensure all staff have the skills and knowledge to meet identified needs across the school
- Disseminate information, knowledge and research material relevant to SEND
- Lead in the continuous professional development for staff in relevant areas
- Performance management of the TAs, Deputy CP Officer and SEND teachers

Other Duties

- To undertake additional, negotiated responsibilities as may be reasonably delegated by the Head or Deputy Head Teacher

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Knowledge, Qualifications, Skills and Experience

Knowledge/Qualifications

Qualified Teacher Status

National Award for SEND Co-ordination, or a willingness to complete it within 3 years of appointment

Skills

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

The ability to plan and evaluate strategically and systemically.

Effective communication and interpersonal skills.

Ability to build effective working relationships.

Ability to influence and negotiate.

Good record-keeping skills.

Experience

Experience of being a successful SENCO in a mainstream school.

Teaching experience.

Experience of working at a whole-school level.

Involvement in self-evaluation and development planning.

Experience of conducting training/leading INSET.

Job Features

Planning and Organising

Provide systems for smooth operation across multiple schools, working to an approved calendar.

Lead regular meetings for school SENCOs.

Provide a termly report that can feed into the CEO report to trustees.

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.

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Share procedural information, such as the school's SEND policy.

Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND or a disability.

Internal/External Relationships

Work closely with senior staff, headteachers and the Trust executive.

Support the network of SENCOs across the Trust.

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

Communicate regularly with parents or carers.

Ensure that 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.

Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability.

Problem Solving

Create systems across multiple schools to support the smooth running of SEND processes.

Respond to concerns or problems raised by parents, and support the local SENCO in resolving them.

Create appropriate systems to properly Identify pupils SEND needs.

Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness

Secure relevant services for the pupil.

Review the education, health and care plan with parents or carers and the pupil.