

Salary range: £26,395 - £41,611
Allowance: Academy responsibility allowance £12,500
Responsible to: VP/AP Inclusion

Purpose and Vision

To work with the Inclusions team to lead, manage and oversee the day-to-day operation of the Academy's SEND policy in accordance with the published national SEN policy and the SEND Code of Practice: 0–25 years.

To share the responsibility for enhancing the quality of teaching of SEND students within the mainstream and specialist setting. By modelling best practice, coaching and training with all levels of staff to increase confidence and competence in supporting and ensuring the highest expectations for our SEND students.

Strategic Leadership

- Advise the leadership group on the strategic development of the SEND policy and provision in the academy
- Contribute to the development of whole academy policy wherever appropriate
- Provide reports for the Leadership team as required
- Co-ordinate provision for individual students with additional needs and to oversee day to day provision
- Contribute to the support and coordination of Looked After Children (LAC)
- Liaise with appropriate agencies particularly the LA and support services: and potential next providers to ensure transitions are smooth for young people
- Responsible for co-producing an annual evidence-based SEN report on the effectiveness of SEN provision within the academy, reviewed in line with the Academy Improvement Plan
- Ensure all safeguarding policies and procedures are adhered to.
- Oversee students records with additional needs and ensure they are kept up to date.
- Support ethos of the trust's academies, and to be a positive role model
- Actively monitor and respond to inclusion initiatives at national, regional and local levels
- Liaise with all external agencies
- Support existing networks, liaising with other schools/academies locally and to collaborate with other schools/academies as appropriate
- Provide support, advice and guidance to parents/careers
- Work with the AP and VP Inclusions to ensure the academy meets its responsibilities under the 2010 Equality Act regarding reasonable adjustments and access arrangements.

Operational

To work within in a team to:

- Develop and manage a graduated SEN system within the academy to ensure students' needs are met.
- Review systems for identifying, assessing and reviewing SEN
- Liaise with Primary feeder schools and participate fully in transfer activities e.g. Taster days, Year 5/6 visits, Easter transition programmes etc.
- Organise and monitor annual reviews and the writing of IEPs

- Identify individual students to receive Access arrangements for public examinations, arrange for their assessment and liaise with the Exams Office
- Ensure Health and Safety practices, including risk assessments, are in line with school policy

Personnel Management

- Responsible for the efficient and effective management and deployment of SEN personnel including specialist and teaching staff and TAs across the curriculum
- Undertake staff appraisals as required
- Provide related professional guidance to colleagues with the aim of securing high quality teaching and support for students with additional needs
- Identify training and development needs with reference to SEN within the academy; and to identify needs of specialist staff and support their development.
- Participate in the recruitment of SEN personnel and ensure effective induction of new SEN staff in line with academy procedures
- Participate in the academies programme for induction of new staff and those in training.
- Collaborate with Subject Leaders and pastoral staff to ensure that all students have equal access to learning
- Promote and maintain good communication with individuals and groups

Teaching and Learning

- Develop, with the support of the AP/VP Inclusions and other colleagues, effective ways of overcoming barriers to learning
- Research, advise and train staff in the most effective teaching approaches for cohorts of students with differing SEN needs
- Ensure an effective learning environment and support other staff in the implementation of positive behaviour management
- Proactively liaise with other relevant institutions in planning referrals and reintegration programmes
- Contribute to the in-service training of staff

Knowledge and Skills

- Keep up to date with national developments regarding SEND, teaching practice/methodology and leadership initiatives
- Keep up to date with developments in the use of comparative data
- Collect and interpret specialist assessment data

Quality Assurance

- Establish and reinforce common standards of good practice
- Monitor and evaluate performances against school/academy, local and national performance indicators
- Monitor the quality of teaching and learning in line with the requirements of self- evaluation and the Improvement plans for the academies

Meetings

- Meet regularly, as required, with the Strategic Leadership Team
- Chair and facilitate SEND meetings
- Attend relevant meetings
- Attend (and co-ordinate where required) relevant pastoral and multi-agency meetings
- Attend Trustee/SLT meetings on request
- Attend Trustee's Student discipline panel meetings where required

Other Responsibilities

- Fulfil criteria for the standard teaching contract
- Any other reasonably directed duties by the Principal

Professional Standards

- To establish fair, respectful, trusting, supportive and constructive relationships with students and Academy staff and stakeholders.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role
- Maintain an up-to date knowledge and understanding of the professional duties of teachers.
- Contribute to the development, implementation and evaluation of the policies and practice of the Academy, including those designed to promote equality of opportunity.
- Communicate effectively with students, young people and colleagues.
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Encourage parents and carers to participate in discussions about the progress, development and well-being of their children.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment
- Work purposefully, collaboratively and co-operatively with all stakeholders.
- Have a creative and constructively critical approach towards innovation; adapting and adopting ideas where benefits and improvements can be made.
- Developing projects with the sponsor.
- Act upon advice and feedback and be open to coaching and mentoring.
- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Ensure full use of new learning technologies to engage learners - designing and uploading lessons including using video formats, wikis and forums.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public Examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Ensure secure knowledge and understanding of the subjects/curriculum areas and related pedagogy including: the contribution that the subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Use skills in literacy, numeracy and ICT to support teaching and wider professional activities.

SENCO – Person specification

Attribute	Essential	Desirable
Qualifications / Training:	<ul style="list-style-type: none"> • Good honours degree • Qualified Teacher Status. • Ongoing relevant CPD and a commitment to continuous learning for life. • Hold (or be willing to study and successfully complete) the National Award for Special Educational Needs Coordinator (as required by the SEN Code of Practice 2014) 	<ul style="list-style-type: none"> • SENCO award • Masters level accreditations
Experience	<ul style="list-style-type: none"> • Evidence of successful and excellent classroom practice. • Evidence of securing regularly good/outstanding student attainment and achievement outcomes • Evidence of a commitment to the proactive promotion of the equalities and diversity agenda. • Evidence of the successful use of ICT for learning • Evidence of excellent /good student behaviour management • Experience of being a well organised and efficient and effective administrator 	<ul style="list-style-type: none"> • Experience of working in a school in challenging circumstance
Knowledge, Skills and Abilities	<ul style="list-style-type: none"> • Excellent ICT skills and ability to use a range of software packages to support learning • Demonstrable evidence of using a range of target setting and benchmarking data to raise attainment in area of work. • <input type="checkbox"/> Understanding of the current education scene • Ability to accept and give constructive criticism • Ability to inspire confidence, engender trust and gain consensus with colleagues and wider community. • <input type="checkbox"/> Excellent written and presentational skills. • Excellent interpersonal skills and sensitivity to cross cultural issues. • Collaborative approach to decision making. • Ability to reflect and analyse and action both independently and collaboratively. • Ability to work co – operatively with others persuading, negotiating, and influencing in a variety of circumstances. • Ability to think and work creatively and flexibly whilst working with close attention to detail and under pressure to meet deadlines. 	<ul style="list-style-type: none"> • Innovative classroom practice using ICT learning tools including handheld technologies and games • Understanding of the future education scene • Commitment to community learning. • Knowledge and practical application of leadership, management and educational theory and philosophy

	<ul style="list-style-type: none">• High expectation of oneself and others• Personal integrity, commitment to fairness and equity.• Ability to take, implement and follow through unpopular decisions.	
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