

# Grading

## Job Description and Employee Specification

<b><u>Job title:</u></b> SENCO and Lead Practitioner for Specialist Provision	<b><u>Service area:</u></b> Education, Learning and Achievement
<b><u>Post number:</u></b>	<b><u>Division:</u></b> Education - Schools
<b><u>Grade:</u></b> L1-5	<b><u>Section/team:</u></b> Headway AP
<b><u>Overall purpose of job:</u></b> <p>To support the strategic vision of SEN, with a focus on the promotion of an inclusive curriculum. Managing curriculum development for SEN pupils and ensuring that those pupils consistently receive Quality First Teaching will be central to the role.</p>	
<p>Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.</p>	
<b><u>Main responsibilities:</u></b> <ol style="list-style-type: none"> <li>1. To work closely with the SLT to strategically lead high quality provision for students requiring additional support and to promote effective inclusion practice across the provision.</li> <li>2. To develop strong systems of collaboration within school with pastoral staff and Heads of Department (HoD) to ensure effective plans of support for identified students are implemented.</li> <li>3. To work as the Lead Teacher within the specialist provision, teaching groups of students.</li> <li>4. To ensure that all teaching across the setting is highly effective at supporting the individual needs of the students, disseminating the most effective approaches for specific additional needs</li> <li>5. To develop strong professional relationships which are utilised effectively to support students such as Educational Psychologists, therapists and medical professionals</li> <li>6. To oversee Annual Reviews and other statutory and non-statutory SEN provision.</li> <li>7. To effectively implement provision mapping to evaluate provision for all students, ensuring financial viability</li> <li>8. To ensure accurate tracking and monitoring of the progress of SEND students, including the use of student profiles and referrals to outside agencies</li> <li>9. To audit and plan the curriculum provision for SEND students and agree suitable pathways for study.</li> <li>10. To develop effective inclusion strategies which support the transition of identified students between KS2 and KS3.</li> <li>11. To maintain effective relationships with parents and carers by communicating regularly with them and keeping them well informed about their child's progress.</li> </ol>	
<b><u>Knowledge, skill and experience:</u></b> <ul style="list-style-type: none"> <li>● Proven track record of teaching within a primary or secondary school</li> <li>● Knowledge and understanding of current and national issues in relation to SEN needs, student development, student progress and raising achievement at KS2 and KS3.</li> <li>● Good understanding of best practice and current educational thinking.</li> <li>● Good understanding of the legal framework with respect of SEND, inclusion, equal opportunities and diversity.</li> <li>● Understanding of effective teaching and learning strategies including behaviour.</li> <li>● Knowledge/experience of successful transition processes for both KS2 and KS3.</li> </ul>	

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- Knowledge of the effective use of quality assurance, data, assessment, target setting and intervention to raise standards and address weaknesses.
- Experience of leading staff CPD.
- Ability to communicate and develop working relationships with a range of stakeholders, agencies and staff.
- Ability to work independently.
- Tact and diplomacy in all interpersonal relationships with the public and students and colleagues at work.
- Flexibility to adapt to changing workload demands.
- Self-motivation and drive to complete tasks to the required timescales and quality standards.
- Problem solving skills.
- A commitment to further training and a willingness to participate in relevant CPD.
- Commitment to the aims and ethos of the school.

### **Creativity and innovation:**

- Work to policies and procedures based on legal frameworks and requirements.
- Identify areas of improvement through QA procedures, developing strategies/materials/approaches to address these areas.
- Identifying and delivering relevant training and development for staff in the use of the best teaching practices for specific additional needs.
- Present data to an audience by the most effective method.
- Enhancement of transition processes such as SEN transition youth club/summer school/primary school transition procedures.
- Creation of materials for promotional events e.g. online takeovers/open evenings etc.
- Supervision of the Personalised Learning Team will require problem solving skills and the skills involved in appraising staff development needs for the individuals.

### **Contacts and relationships:**

- Attendance at faculty/pastoral meetings to provide data analysis and work in collaboration with HoF/HoH.
- Teachers: dealing with queries, liaising re. implementation of new teaching techniques or reasonable adjustments and student profiles.
- SEN team: to allocate and monitor workload and share any concerns and problems.
- Non-teaching staff: dealing with queries, exam organisation and timetables,
- Parents: dealing with reports/data/information; exam timetables and procedures, involving them in decision making for the support of their child.
- Students: observing and assessing holistic needs, gathering student voice and involving them in decision making about their needs and support.
- Education staff: seeking views for pupil profiles/EHCP reviews/SEN outcomes/referrals to outside professionals/ASD/ADHD assessments.
- Local Authority staff from other services involved in the support for SEND students to discuss and agree support and interventions/make referrals.
- Schools, colleges and training providers: discussion in relation to transition.
- Direct line management of HLTAs.

### **Decision making:**

- Prepare statistical information for SLT/LA, highlighting areas of strength/improvement.
- Prepare QA reports, highlighting for the SLT areas of strength/improvement
- Identify appropriate ways of training staff that will ensure best value and outcomes for both staff and school.

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- Identify pupils who require interventions, liaising with the HLTA/LSAs to ensure their implementation.
- Identify appropriate methods of sharing key strategies at school board meetings.
- Oversight of promotional events e.g. online takeovers/open evenings etc.

### **Responsibility for resources:**

Ensuring appropriate resources are acquired/maintained for promotional events/interventions/transition events, liaising with the relevant budget holder.

### **WORK ENVIRONMENT**

#### **Work demands:**

Specific to this post:

- The post holder will be required to work to strict deadlines set by the DofE/LA which are not flexible.
- Prioritise demanding workload and that of the personalised learning team.
- Interruptions will be needed to be handled efficiently in order that priority can continue.
- Managing differing views and expectations in terms of the best outcomes and support needed for students, requires negotiation and diplomacy skills.
- Concentration in attention to detail.

All school staff are expected to:

- Maintain confidentiality according to organisation and legal requirements.
- Uphold school policies, routines and codes of conduct as set out in the staff handbook or other documentation made available to staff
- Undertake other such reasonable duties as may be required from time to time.
- Work towards and support the school's vision and objectives.
- Be aware of, and follow the Child Protection Policy.
- Support and contribute to the school's responsibility for safeguarding students
- Work within the school's Health and Safety Policy to ensure a safe working environment for staff, students and visitors
- Work to promote equal opportunity for all students and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct, and positive, courteous relations with students, parents and colleagues.
- Engage actively in the performance review process.
- Show a willingness to undertake training and professional development either in house or externally.

#### **Physical demands:**

Normal physical demands.

#### **Working conditions:**

School based but home visits are conducted for students at times in line with the school's safeguarding procedures.

Meetings are sometimes held off site if involving multiple professionals.

#### **Work context:**

At potential risk of challenging behaviour from pupils.

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The Assistant SENCO is likely to come into regular contact with students who may be anxious, vulnerable or require extra support

**Position in organisation:**

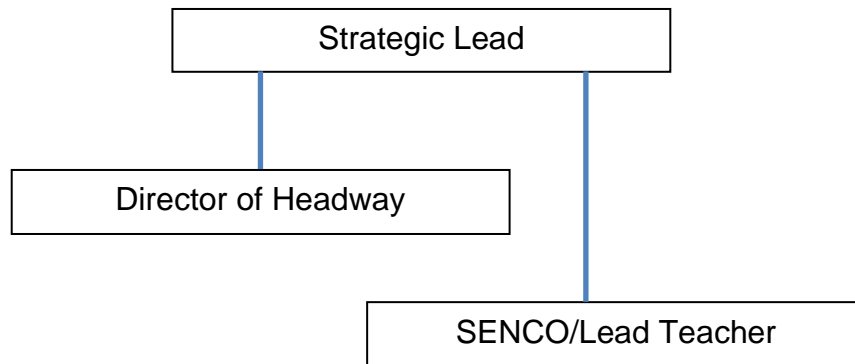
Indicate how many staff the post is directly accountable for: None

Are posts in more than one location? No

Is this at the same site? Yes

Are the posts managed highly mobile? No

Is the supervision/management shared with another post in the structure? No



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**JOB TITLE** SENCO/Lead Teacher      **HOURS PER WEEK** 32.5

**POST NUMBER** \_\_\_\_\_

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>HOW MEASURED</b>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience in the area of SEND.</li> <li>• Working with young people in a statutory or non-statutory setting.</li> <li>• Experience of working in a school environment.</li> <li>• Experience of working with students who have a range of special educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in an alternative provision/specialist unit</li> <li>• Experience of liaising with external agencies.</li> <li>• Experience of EHCP review procedures.</li> </ul>	Application Interview References
<b>EDUCATION, TRAINING AND QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Good honours degree.</li> <li>• QTS or equivalent.</li> <li>• SENCO qualification (or willingness to undertake)</li> </ul>		Application Certificates

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<p><b>SKILLS AND KNOWLEDGE</b></p>	<ul style="list-style-type: none"> <li>• Proven track record of teaching within a primary or secondary school.</li> <li>• Knowledge and understanding of current and national issues in relation to SEN needs, student development, student progress and raising achievement at KS2 and KS3.</li> <li>• Good understanding of best practice and current educational thinking.</li> <li>• Knowledge of effective use of quality assurance, data, assessment, target setting and intervention to raise standards and address weaknesses.</li> <li>• Good understanding of the legal framework with respect of SEND, inclusion, equal opportunities and diversity.</li> <li>• Understanding of effective teaching and learning strategies including behaviour.</li> <li>• Knowledge/ experience of successful transition processes for both KS2/KS3.</li> <li>• Ability to communicate and develop working relationships with a range of stakeholders, agencies and staff.</li> <li>• Tact and diplomacy in all interpersonal relationships with the public and students and colleagues at work.</li> <li>• Experience of leading staff CPD.</li> </ul>	<ul style="list-style-type: none"> <li>• Line management experience.</li> <li>• Knowledge of exam access arrangements.</li> <li>• A proven track record of effective use of quality assurance, data, assessment, target setting and intervention to raise standards and address weaknesses.</li> </ul>	<p>Application Interview References</p>
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	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>HOW MEASURED</b>
<b>PERSONAL QUALITIES</b>	<ul style="list-style-type: none"> <li>• Motivated, enthusiastic and flexible.</li> <li>• Excellent interpersonal skills.</li> <li>• Good sense of humour</li> <li>• Methodical with a strong attention to detail.</li> <li>• Ability to work and remain calm under pressure.</li> <li>• Self-motivation and drive to complete tasks to the required timescales and quality standards.</li> <li>• Flexibility to adapt to changing workload demands.</li> <li>• Problem solving skills.</li> <li>• Commitment to making a difference.</li> <li>• Ability to work well with, and relate to, children and young adults.</li> <li>• Ability to work independently.</li> <li>• Self-motivated.</li> <li>• Positive attitude to change.</li> <li>• Commitment to the aims and ethos of the school.</li> </ul>		Application Interview References
<b>WORKING ARRANGEMENTS</b>	<ul style="list-style-type: none"> <li>• Following recognised procedure.</li> <li>• Meeting expected deadlines.</li> </ul>		



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The post is subject to:

- Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes x No**
- Political restriction **Yes**  **No**
- The ability to speak fluent English under the Immigration Act 2016 **Yes**  **No**

Employee: (signed)	_____ (print)	_____ Date:	_____
Manager: (signed)	_____ (print)	_____ Date:	_____