



## Job Description

<b>Job Title</b>	SENCo  <b>There are two vacancies in the Trust, Rayne primary and nursery school and Bocking primary school.</b>
<b>Grade</b>	UPS 1 – 3 (2020) plus Sen Allowance
<b>Reports to</b>	Head of School / Head teacher / Deputy head teacher
<b>Job Purpose</b>	To be accountable for the strategic leadership and management of SEN and EAL within the context of the school's aims and policies.

### Exercise of Particular Duties

The conditions of employment of teachers, taken from the School Teachers' Pay and Conditions Document (2004 and updated every year), specifies the professional duties required to be carried out by all teachers. In addition "a teacher employed as a teacher in a school shall perform, in accordance with any directions which may be reasonably given to him by the Head teacher from time to time, such particular duties as may reasonably be assigned to him". These conditions are to be found on [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

### Professional Duties

- To promote the positive ethos and culture of the school to colleagues, governors, parents, children and members of the wider community
- Comply with, support and promote all school policies and procedures, particularly those relating to child protection, equal opportunities, racial equality, health, safety and security, confidentiality, behaviour and data protection, reporting concerns to the Head of School/ Head teacher / Deputy Head
- To liaise with the head and deputy and keep up to date records of any meetings/actions/outcomes from the meetings,
- To take responsibility for understanding the part that one plays in the progress of the School Improvement Plan and contributing to it accordingly
- Be aware of, and support, pupil differences and ensure that all pupils have equal access to all school opportunities to learn and develop
- To promote the general progress and wellbeing of individual pupils throughout the school.
- To provide advice and guidance to pupils and parents on educational, emotional, behavioural and social matters in line with school policies.
- To keep records and make reports on the personal and social needs of pupils
- To communicate and co-operate with other agencies to support the educational, development/general progress and wellbeing of individual pupils and to participate in meetings arranged for any purposes described above
- To communicate and consult with parents of pupils
- To maintain good order and discipline among pupils throughout the school, in line with the Behaviour Policy
- To participate in or lead staff meetings as appropriate
- To provide reports to parents, pupils, governors and the leadership team when necessary.
- Within reason help with and attend events such as the Christmas Bazaar, Summer Fete and children's discos.
- To be responsible for providing an integrated programme for children with Special Educational Needs and EAL within the school.
- To formulate and review policy documentation as set out in the School Improvement Plan, in full consultation with teaching staff.
- To lead SEN staff development meetings for teaching staff and LSAs as agreed with the head teacher

- To liaise with teachers, parents and outside agencies for children on School Action and above.
- To support, guide and advise staff in all aspects of their work
- To assist teachers with the one planning process for pupils with additional needs and lead one planning meetings for pupils with EHCPs ensuring all relevant personnel and outside agencies are involved.
- To make sure the SEN children are registered appropriate to their level of need on the school's SEN Register and on Target Tracker and monitor them to check that they are making expected progress or better throughout the school.
- Prepare a report following the SATs showing the progress of SEN children throughout the school.
- To advise and train the SEN and EAL LSAs, and monitor the planning of their work in order to have a positive impact on pupil progress.

### **Management**

- To plan, organise and manage the work of the Learning Support Assistants in order to have a positive impact on pupil progress
- To ensure that the LSAs meet the responsibilities as set out in their job description, in a timely and effective manner.
- To be responsible for Performance Management for Learning Support Assistants

### **Training and Development**

- Participate in training and development activities in school or at other providers in order to improve professional skills and knowledge
- To contribute to the induction and mentoring of new members of staff in the whole school including Newly Qualified Teachers.
- To attend courses and meetings and to evaluate and report back to the head teacher and other staff on the essential issues covered
- To contribute to staff development programmes for all staff
- To carry out training for staff, as agreed with the head teacher
- To keep up to date with current trends and research and to debate as appropriate
- To audit, order, organise and allocate resources throughout the school and to take on a budget responsibility using the year group LSA where possible.
- To keep an up to date inventory of resources throughout the school, in class bases and resource areas using the year group LSA where possible.
- To take an active role in organising special curriculum events, as agreed with the Head teachers
- To contribute information to meetings with parents.
- To liaise with members of the governing body enquiring about their subject, to inform them of progression of any action plan, quality of teaching and learning and standards in the subject

### **Teaching and Learning**

- To review planning and teaching methods in order to meet individual pupils needs, including SEN, Gifted and Talented, Looked After Children and children with English as an Additional Language
- To ensure that all assessments are administered and recorded in line with school policy
- To evaluate assessment data and discuss with the deputy, head and assessment lead
- Provide copies of the assessment data and evaluations to the head teacher and deputy within 2 weeks of the assessments being carried out if appropriate
- To amend teaching strategies in light of assessments and evaluations

### **Management**

#### **Other Activities**

- To write an action plan for school improvement for Special Needs.
- To provide curriculum information for parents such as letters and booklets, in line with school policy and in consultation with the head teacher
- To lead parents' meetings/workshops, in consultation with the head teacher
- To liaise with members of the governing body enquiring about a particular subject/whole school initiative, to inform them of progression of the action plan, quality of teaching and learning and standards across the key stage
- To provide written reports/present information to the governing body at the request of the governors/head teacher

To carry out any other duties reasonably requested by the head teacher or deputy head teacher.

The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Head teacher.

### Data protection

- Being aware of the Trust's responsibilities under the Data Protection Act 1984 and all subsequent legislation and/or regulations for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this.
- Maintaining client records and archive systems, in accordance with departmental procedure, policy and statutory requirements.

### Confidentiality

You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the Trust's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

### Equalities

The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

### Safeguarding Children and Safer Recruitment

The Attain Academy Partnership Trust is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

**An ENHANCED DBS check is required for this post.**

This Job Description is subject to annual review and alterations may be negotiated to reflect the changing needs of the school.

This job description does not form part of the contract of employment. It describes the way in which the teacher is expected and required to perform and complete the particular duties as set out above.

### Person Specification

	Detail	Essential	Desirable
<b>Qualifications &amp; Experience</b>	<b>Specific qualifications &amp; experience</b> <ul style="list-style-type: none"> <li>• Qualified teacher status (as recognised by the department for education).</li> <li>• SENCo qualification</li> </ul>	√	√
	<b>Knowledge of relevant policies and procedures</b> <ul style="list-style-type: none"> <li>• An understanding of current educational initiatives for children with additional needs</li> <li>• Committed to providing excellent provision for all pupils and achieving high standards of pupil progress</li> <li>• Experience in leading one or more curriculum areas, including identifying pupil needs, monitoring and evaluating standards</li> <li>• A highly successful classroom practitioner, who is creative in their approach to teaching and learning</li> <li>• Successful experience of teaching in more than one phase KS1 / KS2</li> <li>• Experience as part of a leadership team</li> <li>• Some experience of managing a budget</li> </ul>	√     √	      √ √



<b>Management</b>	<ul style="list-style-type: none"> <li>Good working knowledge of specialist curriculum area(s) if appropriate.</li> </ul>	√	
	<b>Child Development</b> <ul style="list-style-type: none"> <li>Detailed understanding of child development.</li> <li>Ability to assess progress performance and recommend appropriate strategies to support development.</li> <li>Motivate, inspire and have high expectations of pupils.</li> </ul>	√ √ √	
	<b>Health &amp; Well being</b> <ul style="list-style-type: none"> <li>Understand and support the importance of physical and emotional wellbeing.</li> </ul>	√	
<b>Working with others</b>	<b>Working with partners</b> <ul style="list-style-type: none"> <li>Ability to make a proactive contribution to the work of the team supporting children, their families and carers and contribute to group thinking, planning etc.</li> </ul>	√	
	<b>Relationships</b> <ul style="list-style-type: none"> <li>Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults.</li> </ul>	√	
	<b>Team work</b> <ul style="list-style-type: none"> <li>Ability to work effectively with a range of adults.</li> </ul>	√	
	<b>Information</b> <ul style="list-style-type: none"> <li>Contribute to the development and implementation of effective systems to share information.</li> </ul>	√	
<b>Responsibilities</b>	<b>Organisational skills</b> <ul style="list-style-type: none"> <li>Good organisational skills.</li> <li>Ability to remain calm under pressure.</li> <li>To be flexible.</li> <li>Follow instructions accurately.</li> </ul>	√ √ √ √	
	<b>Line Management</b> <ul style="list-style-type: none"> <li>Ability to manage and support the work of others.</li> </ul>	√	
	<b>Time Management</b> <ul style="list-style-type: none"> <li>Ability to manage own time effectively.</li> <li>Ability to adapt quickly and effectively to changing circumstances/situations.</li> </ul>	√ √	
	<b>Creativity</b> <ul style="list-style-type: none"> <li>Demonstrate creativity and an ability to resolve problems independently.</li> </ul>	√	
<b>General</b>	<b>Equalities</b> <ul style="list-style-type: none"> <li>Awareness of and promotion of equality.</li> </ul>	√	
	<b>Health &amp; Safety</b> <ul style="list-style-type: none"> <li>Good understanding of Health &amp; Safety.</li> </ul>	√	
	<b>Child Protection</b> <ul style="list-style-type: none"> <li>Good understanding and effective implementation of child protection procedures.</li> </ul>	√	
	<b>Confidentiality/Data Protection</b> <ul style="list-style-type: none"> <li>Understand procedures and legislation relating to confidentiality and data protection.</li> </ul>	√	
	<b>CPD</b> <ul style="list-style-type: none"> <li>Demonstrate a clear commitment to develop and learn in the role.</li> <li>Ability to critically evaluate own performance.</li> </ul>	√ √	