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|  | **SENCO** |
| **Job Description: SENCO** |
| **Line Manager:**  | Inclusion Manager |
| **Posts directly supervised:**  | Progress Assistants, school counsellor and other related roles |
| **Grade:**  | TLR2b |
| **Weeks worked:** | Full time |
| **Main Purpose of Role:** | * Under the overall direction of the Headteacher, contribute to the effective strategic leadership of the school.
* Have day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
* Provide professional guidance to colleagues and work closely with staff, parents and other agencies.
* Lead the ongoing development and implementation of strategies to deliver high quality learning and sustained high achievement and attainment for those students who are supported by the Inclusion Department.
* To develop and monitor the effectiveness of programmes of work for Teaching and Support Staff to carry out with pupils.
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| **Accountabilities:** |
| **Leadership and Management*** 1. Proactive promotion and maintenance of a shared school ethos of high expectations of teaching, learning, assessment and personal development behaviour, which is underpinned by a commitment to increase outcomes for students and improve achievement by:
* Modelling high professional standards for the whole school community and being visible.
* Ensuring that good order and discipline are maintained at all times and promote amongst staff and students an understanding and appreciation of the school’s behaviour policy.
* Ensuring, in conjunction with colleagues, that the school’s equal opportunities policies meet all statutory requirements, are effectively implemented and regularly reviewed.
* Attending school events as appropriate to develop and promote the school’s aims and ethos.
* Lead by example and demonstrate passion and ambition for the school and its students.
* Provide highly positive, memorable and rich experiences for high quality learning which contributes to student achievement within the year group and their spiritual, moral, social and cultural development.
* Employ highly successful strategies for engaging with students, parents and carers.
* Seek regular feedback through line management and be positive and active in team meetings to allow for effective communication and dissemination.
* Take part in staff appraisal and absence management meetings.
* Work effectively and positively with the governing body, the leadership team and all other staff.
* Meet the statutory requirements for safeguarding.
* Perform duties in line with Health & Safety rules

**1.2** Co-Leadership of Inclusion by:* Ensuring all students, including those with SEN secure at least good outcomes across all of the key stages by providing strong and impactful learning support. Review data in line with school strategies.
* Being responsible for the review and discharge of individual pupils within the Inclusion Department.
* Contributing to the implementation of the school development and action plans and be responsible for specific aspects related to Inclusion and report to other bodies eg governor.
* Assisting SLT and governors in the appointment and deployment of Inclusion staff.

Line management of designated staff as appropriate by:* Providing regular support and supervision of designated staff and undertake their appraisal, making recommendations to the Headteacher on pay progression where applicable in accordance with the Appraisal policy.
* Providing induction and contribute to the professional development of designated staff as appropriate.
* Line managing the Inclusion staff and ensuring that they are deployed to maximise their impact on improving learning and teaching and student outcomes.

To secure excellent achievement and progress of all students and to ensure gaps are narrowed by having a strategic overview of and leading SEN and at risk students.To secure excellent practice in safeguarding procedures to ensure all pupils are safe.To be the school SENCO and to take a lead on Inclusion which will encompass:* EHCPs and ISPS
* Tracking and monitoring of vulnerable students and SEN
* Progress Assistant Development and Deployment with the Lead Progress Assistants
* The successful reintegration of pupils following exclusions if applicable.

**Teaching, Learning and Assessment*** Promote and safeguard the welfare of children and young persons for who you are responsible for
* To maintain accurate records and case notes.
* To deliver and lead group care programmes with other therapists or support assistants, as applicable.
* To attend and actively contribute to parents evenings and other meetings with parents as appropriate and to share with them termly and annual targets and objectives
* To devise, implement and revising relevant programmes;
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| **Other Duties:** |
| * Perform duties in line with Health & Safety rules and to take remedial action where hazards are identified. Where hazards are serious report to line manager immediately.
* Mentoring students– setting, monitoring and reviewing targets.
* Accompany and support students on school visits
* Mark work of students who are supported.
* To attend staff briefings and meetings in accordance with the calendar.
* To participate in INSET (Professional Development Days.)
* Undertake some invigilation duties during examination periods.
* Undertake a half hour duty each week.
* Contribute to the effective management of the school through the implementation of school policies, code of conduct.
* Attend meetings and parents’ meetings relevant to the post.
* Other duties as the Head may reasonable require.
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| *Specific areas of responsibility allocated will be rotated from time to time to provide ongoing professional development and in the light of the changing needs of the school. Any major change in the manner and scope of responsibilities mentioned above will be agreed in negotiation between the holder and the Headteacher.***I have read the Job Description and agree to all the terms and conditions set out. I also agree to comply with all School Policies, Child Protection and Health and Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the Leadership Team.** |
| **Name:** | **Signature:** |
| **Date:** |  |

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| **Cox_Green_Logo_Full_Colour** | **SENCO** |
| **Person Specification: SENCO** |
|  | **Essential** | **Desirable** | **How to be tested** |
| **Qualification criteria:**1. Qualified to at least degree level;
2. Qualified to teach in the UK;
3. Achieved the National Award for SEN Coordination (or working towards);
4. Eligible to work in the UK;
5. Evidence of continuing professional development;
6. Valid UK driving licence
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| **Experience:**1. Proven experience of working with parents, outside agencies and other partners in order to raise achievement.
2. Experience of working under a pressurised environment with competing deadlines.
3. Experience of delivering programmes to support learning and monitoring and evaluating individuals and cohorts of students which has led to increases in levels of progress;
4. Proven experience of leading and managing, or significantly contributing to the success of a department or a team of staff through strong and impactful leadership, including experience of appraising, inducting and training staff.
 | √√ | √√ | **Application form & interview** |
| **Vision and Strategy:**1. Vision Aligned with Cox Green School of high aspirations and high expectations of self and others.
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| **Behaviours, Skills and Abilities:**1. Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance;
2. Strong interpersonal, written and oral communication skills;
3. Resilience and motivation to lead the school through day-to-day challenges while maintaining a clear strategic vision and direction;
4. Genuine passion and a belief in the potential of every student;
5. Strong organisational skills and ability to delegate;
6. Effective use of data to inform and diagnose weaknesses that need addressing;
7. Able to lead external relationships and can skillfully manage and maintain effective working relationships with parents and other stakeholders.
8. Speaks English fluently.
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| **Other:**1. This post is subject to an enhanced DBS disclosure.
2. Must be committed to safeguarding the welfare of children.
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