

Job Description

Dartford Primary Academy



Role: SENCO

Responsible to: Vice Principal

Key tasks and responsibilities

- To foster the academic, social, aesthetic, physical and moral development of the students in School including the implementation of Academy policies; to be aware of and promote at all times the Academy ethos, vision, policies and procedures

Moving the academy forward

- Co-ordinate and plan the provision of learning support
- Ensure that staff follow the Code of Practice effectively
- Ensure smooth transition for students to the Academy requiring learning support from all feeder schools
- Promote the development of Excellence in EAL

Leading a department

- Organise and chair regular team meetings and send minutes of all meeting to the Principal and Vice Principal
- Promote best practice for Teaching Assistants

Identification/Access/Monitoring

- Implement and monitor whole Academy policies and procedures for the identification and assessment of students with learning difficulties, including screening
- Advise the Principal about students' suitability for admission to the Academy
- Monitor the progress of students with additional learning needs
- With the class teachers monitor progress of all existing students, in order to identify any with learning difficulties
- Work with class teachers to ensure students' progress
- Receive and act on referrals of students whose progress is causing concerns from colleagues or parents
- Oversee public and internal examination arrangements for students with concessions in consultation with the Examinations Officers and Year Leaders
- Make access arrangements for Entrance Testing for candidates with known learning difficulties
- Liaise with outside agencies and Special Schools to ensure the quality of provision for students with Special Educational Needs
- Apply for additional funding when appropriate

Organising and delivery support

- Arrange and implement a programme of support for students with learning difficulties
- Contribute to teaching within the department
- Maintain the Academy register of students with learning difficulties with files for each identified student
- Manage Individual Educational Plans
- Advise and support department members with support programmes
- Provide on-going pastoral care and learning support of students with social/emotional/behavioural difficulties arising from SpLD

Effective communications with all relevant parties

- Implement and monitor policies, Standard Operating Procedures and procedures for ensuring effective and regular communication with parents and deal with their concerns and requests
- Ensure that teachers are equipped with information and guidelines for support of students on the Learning Support Register, including that all staff are aware of IEPs and how they should be implemented
- Advise colleagues on learning support matters and provide appropriate staff INSET when required
- Attend INSET and conferences to keep abreast of developments in the area of learning support

- Liaise with colleagues, including advising on tutor group and set placements and subject choice, as well as significant behavioural interventions
- Liaise with outside agencies including referral of students, communicating with the Educational Psychologist, attending follow-up meetings and summarising findings and recommendations for colleagues, maintenance of statements for students with Special Educational Needs
- Keep accurate records
- Organise case conferences where necessary

Academy Ethos

- To play a full part in the life of the Academy community, to support its vision and ethos and to encourage and ensure staff and students to follow this example.
- Promote actively the Academy's corporate policies.
- Comply with the Academy's health and safety policy and undertake risk assessments as appropriate.

Review of Job Description

The above duties are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Principal. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties.

Person Specification

Attributes	Essential Criteria	Desirable
Training and Qualifications	<p>A graduate in a relevant discipline</p> <p>To hold a teaching qualification that is recognised by the DfE</p> <p>To have evidence of continuing and recent professional development relevant to the post</p>	<p>National SENCO Award or willing to complete training</p> <p>Evidence of ASD qualification/s</p>
Experience	<p>As SENCO/supporting children with special educational needs</p> <p>Effective working with a variety of stakeholders</p> <p>Monitoring and identifying areas for improvement</p> <p>Leading, motivating and developing practice</p> <p>Effective use of assessment and analysis of SEND children's progress in raising standards</p> <p>Teaching experience across the primary range having taught at all levels of ability to at least a good standard</p>	<p>Experience as SENCO in more than one school</p> <p>Working effectively with students with ASD</p>
Professional knowledge, skills and understanding	<p>Previous experience of effective SEND development and pupils based learning</p> <p>Thorough and up to date knowledge of SEND code of practice and SEND issues</p> <p>Proven Management and SENCO skills to support inclusion teaching and learning</p> <p>Ability to produce accurate work to tight deadlines under pressure</p> <p>Ability to communicate clearly in writing and orally a variety of audiences</p> <p>Ability to be able to deal sensitively with pastoral issues relating to staff and students</p> <p>Extensive ICT skills that reflect the impact of technology on today's classrooms</p>	<p>Experience of managing successful change</p>
Personal Qualities and Abilities	<p>An enthusiastic, confident and able communicator with excellent interpersonal skills</p> <p>An effective organiser who can get the most from all types of resources through their development and deployment</p> <p>A positive and resilient individual with drive, initiative, vision and commitment to improve standards in the school</p> <p>Can lead, motivate and inspire others including teachers, parents and governors</p> <p>Commitment to inclusion and raising standards for all</p>	<p>Able to demonstrate strong leadership and management skills</p>
Management	<p>Ability to analyse and evaluate data on students</p> <p>Ensure appropriate curriculum provision for all students across the Department</p> <p>Ability to establish credibility with colleagues, students and parents</p>	