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| School | Hanley St Luke’s |
| Position | SENCo |
| Salary | Main scale- M6 + TLR £5062 (FTE) |
| Contract | Temporary 3 days per week |
| Responsible to | Head teacher/ Governing board |

**Job Description**

All staff have a pivotal role to play in every student’s spiritual, moral, social and cultural development. Through our mission to ensure that every student experience’s life in all its fullness, we ensure that we support each student through the promotion of our Christian values. This mission and our values underpin the work of every member of staff in all of our academies and associate member schools.

The duties outlined in this job description will be reviewed with the post holder on an annual basis in line with the school’s performance management procedures. It may be modified by the post holder’s line manager with the agreement of the post holder, to reflect or anticipate changes in the job commensurate with the salary and job title.

**Key Responsibilities for:**

* the effective implementation of School and nursery Education Health Care Plans/Statements
* the school’s provision for Special Educational Needs and Disabilities and Provision Mapping

**Duties**

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

**Teaching and Learning**

* Identify and adopt the most effective teaching approaches for pupils with SEND
* Ensure the most effective use of school resources, including people resources, to support pupils with SEND
* Monitor, evaluate and adjust teaching and learning activities to meet the needs of pupils with SEND
* Identify and teach the basic skills that will develop pupils' ability to work independently
* Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND
* Meet individual pupils needs, including SEND & Looked After Children (PEPs)
* Evaluate assessment data, and support teachers in the writing of individual education plans.

**Recording and assessment**

* Set appropriately challenging targets for raising achievement among pupils with SEND
* Identify, assess and review SEND and collect and interpret SEND assessment data
* Enable early identification and intervention through assessment and observation within our EY environment.
* Ensure the interventions programmes meet the needs of all pupils with SEND
* Hold termly meetings with parents to review Individual Education Health Care Plans and IEP’s
* In collaboration with class teachers, keep parents informed (through structured conversations) about their child's progress at key and regular intervals throughout the year.

**Training and Development**

* The National Award for Special Educational Needs Co-ordination is a requirement for the postholder\*
* Deliver and share training and development opportunities within school and across partnerships.
* Support and help induct new members of staff, including Newly Qualified Teachers.
* Attend courses/meetings and evaluate and report back to the Head and other key staff on the essential issues.
* Ensure teachers know the strengths and targets for all SEND pupils and that they use the strategies within statements/EHC Plans and the recommendations within specialists’ reports, in their planning for pupils with SEND.
* Audit, order, organise and allocate resources throughout the school, keep an inventory and manage a budget
* Take an active role in organising special curriculum events, as agreed with the Headteacher
* Follow the school’s Performance Management Process through identifying training strengths/ needs of all Teaching Assistants.

**Leadership**

* Ensure all members of staff recognise and fulfill their statutory responsibilities to pupils with SEND and ensure all school staff understand their roles and the changes under the new SEND Code of Practice.
* Provide training opportunities for teaching assistants including HLTAs, teachers and other adults working with our pupils, to learn about particular aspects of SEND and effective teaching strategies.
* Organise and lead inset to assist teachers in providing early intervention for pupils with SEND through first quality practice
* Help teachers with children with SEND and EHCPs to meet individual needs and ensure statutory paperwork and other preparation for meetings e.g. Multi Professional Planning Meetings are completed in good time and, where necessary send reviews to the appropriate agencies.
* Monitor the children with SEND to check that they are making expected progress or better throughout the school.
* Lead SEN reviews on pupil progress to provide challenge and support to improve their progress.
* Monitor the effectiveness of interventions delivered by teaching assistants/HLTAs and the impact they have on pupils when working with them in classes.
* Write and review rapid impact plans for improving provision and achievement of SEND.
* Liaise with members of the leadership team to inform them of progression of the SEND Rapid Impact Plan, quality of teaching and learning, progress of pupils and overall standards across all Key Stages.
* Develop productive partnerships with outside agencies and identify needs across the school for commissioning support, raising requests with the Head of School and Trust SEND Lead.
* Support the work of the Children’s Centre where applicable through supporting colleagues through Early Help Meetings and engaging with families of under 5’s.

**Standards and quality assurance**

* Support and promote the high aspirations, positive ethos and inclusive culture of the school to colleagues, governors, parents, children and members of the wider community.
* Provide a key reference point in providing information and support for families of children with SEND in the school and nursery.
* Support and promote all school policies and procedures, particularly those relating to child protection and safeguarding, equality, health and safety, confidentiality, behaviour, data protection and supporting pupils with medical needs in particular.
* Liaise with the Head and SLT promptly following meetings regarding pupils and parents of the school and keep up to date records of any actions/outcomes from the meetings.
* Be aware of and support pupil differences and ensure that all pupils have equal access to all school opportunities.
* 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 and social matters in line with School and Trust policies.
* Attend and participate fully in school/children’s centre events e.g. open evenings, parental workshops, Christmas and Summer Fair, and pupil performances
* Attend phase, year group and staff meetings as identified on the school’s calendar.
* Liaise with nursery staff, holding regular meetings with Early Years Lead.
* Develop strong links with governors and other schools within our local partnerships, and provide written reports to local governors each term.

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| Criteria | Qualities | Assessed by |
| **Qualifications and experience** | * Qualified teacher status * Degree * Holder of National Award for Special Education Coordination or prior experience of working with SEND pupils and a commitment to commence the award during the period of the contract in the event this is required by the school. * Successful primary teaching experience | A  A  A/I  A |
| **Skills and knowledge** | * Extensive knowledge of SEND Code of Practice * Recent and relevant training and knowledge related to key areas of SEND e.g. autism, ADHD & global developmental delay * Good understanding of attachment and trauma and trauma informed practices. * Extensive Knowledge of effective teaching and learning strategies to support all learners to achieve well * Skilful communicator with all stake holders and professionals * Ability to build effective working relationships with pupils * Knowledge of guidance and requirements around safeguarding children * Knowledge of effective behaviour management strategies * Good ICT skills, particularly using ICT to support provision mapping and pupil learning | A, I  A, I  A,, I,  A, I, O  A,I  AI  A,I  A, I  A,I |
| **Personal qualities** | * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school * High expectations for children’s attainment and progress * Ability to work under pressure and prioritise effectively * Commitment to maintaining confidentiality at all times * Commitment to safeguarding, equality, inclusion and diversity * Clear and effective communicator to a variety of audiences * Fully supportive of the Christian ethos of the school and ideally, but not essentially, a personal and active Christian faith within a denomination recognised by Churches Together England. | A, I  A, I, O  A, I  A  A, I  A, I  A, I |

A = Application

I = Interview

O = Lesson observation