

JOB DESCRIPTION			
Post Title:	SENCo	Grade:	Inner London Pay Spine Range: L9 - L13
Department:	Inclusion	Date:	From September 2026 or earlier if possible
Responsible to: Deputy Headteacher (Curriculum and Outcomes)			

Introduction

As a community school serving a diverse, inner London cohort, Haverstock School has placed at the centre of its development plan the commitment that *“Inclusion is at the heart our provision and inclusive values are embedded across the whole organisation.”* Haverstock is well placed to deliver the vision for SEND provision set out in the recent DFE White Paper. We are deeply committed to accommodating “SEND in the mainstream” through a universal offer of accessible adaptive teaching delivered by skilled teachers, supplemented by targeted and specialist intervention where required. Our Additionally Resourced Provision for students with ASD is an excellent example of the ambition to create specialist provision within mainstream schools; and our place within the three-school H3 Federation, encompassing an SEMH Special School and PRU alongside our mainstream school, gives us a wealth of SEND expertise to draw upon.

The role of SENCo at Haverstock will give you the opportunity to work in partnership with our Senior Leadership Team to lead strategically across the school. You will not only manage the “targeted” and “specialist” aspects of our SEND provision, but will be a higher profile leader of teaching and learning in the “universal” offer, helping to plan and deliver our CPD curriculum for staff such that children with SEND are able to thrive in mainstream classrooms. Our vision is of a school where all children, including those with SEND, foster a lifelong love of learning and are set up to thrive later in life. The role of SENCo sits at the centre of this ambition.

The following are generic responsibilities of the post:

1. Basic principles

- To contribute to and lead aspects of the School Development Plan as required.
- To develop, monitor and implement school policies as required.
- To act as a behavioural role model to staff and students.

- To be a strong, visible presence throughout the school, including being on duty as required at key moments in the school day.
- To promote the school ethos including through leading assemblies.
- To ensure accountability through regular monitoring, evaluation and review.
- To provide accurate self-evaluation of the performance of core areas of responsibility.
- To provide support and challenge to all staff.
- To agree challenging targets for achievement ensuring that these are reviewed systematically and regularly through improvement plans.
- To ensure that school policy and practice reflects a commitment to equal opportunities and inclusion.
- To ensure that procedures for safeguarding children are in place and followed by all staff.

2. Teaching and Learning

- To act as a lead professional in the classroom promoting the highest standards of learning.
- To coach and mentor staff and students to become more effective learners, teachers and leaders.
- To promote the highest standards throughout the organisation and to challenge underachievement in all its forms.
- To promote high expectations from and towards all members of the school community.
- To stretch and challenge the most able learners.
- To lead on the observation and evaluation of the quality of teaching.

3. Leadership and Management

- To contribute to building and maintaining a culture of high expectations and achievement.
- To advise and liaise with members of the Governing Body as appropriate and ensure that they have an accurate understanding of the impact of your work within the school.
- To line manage colleagues as required.
- To lead meetings as required.
- To manage a delegated budget and produce financial management plans as appropriate.
- To have a lead responsibility for the recruitment, retention and deployment of staff within the teams that you line manage.
- To oversee whole school, cross phase responsibilities as required.

The SENCo's specific duties are as follows:

1. Teaching, Learning and Assessment

- To lead and coordinate the provision for students with Special Educational Needs and Disabilities (SEND) across KS3, KS4 and KS5, taking overall responsibility for their teaching learning and progress.
- To maintain and publish an up-to-date register of students with EHC plans and those with SEND not requiring an EHC plan, including those in the 6th form.
- To lead on the assessment of students with SEND.
- To publish student profiles for all students with SEND to support teachers in differentiating learning for these students, including those in the 6th form.

- To map provision, track interventions, and report on the impact of provision for individual students and cohorts of students.
- To use prior attainment and predictive data to set ambitious targets for the progress and outcome of students with SEND in KS3, 4 & 5.
- To support the design of teaching groups which will maximise the progress of the whole cohort and which are informed by a sophisticated understanding of progress data and the priorities of the SDP.
- To use assessment to monitor progress and review interventions throughout KS3, 4 & 5, reporting to SLT and Governors as required.
- To identify individuals and groups who are making insufficient progress, to challenge this robustly and to lead the interventions which will help put their learning back on track.
- To take responsibility for public examination entry and preparation for students requiring special access arrangements.
- To use data and information from Primary colleagues to prepare for the smooth transition of students from KS2 to 3, and for transition between stages within the main school.
- To lead the intervention programmes for students with SEND.
- To be responsible for fostering an ethos of aspiration, challenge and inclusion across the school for students with SEND.
- To support Heads of Faculty in ensuring that students with SEND know their levels, targets and next steps.
- To carry out high quality analysis of the performance of students with SEND in public examinations at KS4 & 5 and in student progress at KS3.
- To be responsible for reporting annually to Governors about the work of the Inclusion Team in driving school improvement.

2. Leadership and Management

- To lead the strategic development of SEND provision across the school.
- To ensure the school's SEND policy is implemented effectively and reviewed regularly.
- To ensure compliance with statutory SEND requirements, maintaining accurate SEND records and documentation.
- To contribute to the school improvement plan with regard to SEND
- To advise senior leaders and governors on SEND issues and statutory requirements and report regularly to them on SEND outcomes.
- To lead Inclusion Team and to have overall responsibility for the day-to-day performance management of all colleagues in the team within school.
- To lead and facilitate the work of the Inclusion team from out of school including Educational Psychologists, Occupational Therapists, Speech and Language Therapists, CAMHS and any other agency working with our students, coordinating the referral of students to these services where required.
- To lead the development of expertise in teaching, learning and assessment for students with SEND across the school.

- To line manage the ARP Manager
- To line manage the Lead SEND practitioners and other members of the Inclusion Team as required.
- To take responsibility for the performance management and CPD of colleagues in the Inclusion Team.
- To deploy all members of the Inclusion Team to support effectively and in the best interests of students with SEND.
- To take a leading role, with the H3 Business Manager, in securing appropriate funding for all students with SEN, and in accessing additional funds where appropriate.
- To manage the Lead SEND Practitioners on the creation, implementation, quality assurance and monitoring of EHCP profiles and IEPs, using the APDR framework in accordance with the Code of Practice;
- To manage the Lead SEND Practitioners to lead on “assess, plan, do, review” in the Inclusion Team, actioning appropriate next steps, monitoring the effectiveness of interventions and evaluating how they meet the outcomes of students’ EHCPs;
- To lead on consultations for EHCP students from Y6, including assessing suitability for school placement.
- To work with curriculum and pastoral leaders to oversee the development of an effective curriculum for SEND students and, where appropriate, alternative provision.
- To attend all meetings as required, including IPDR meetings, ALT meetings and selected SLT meetings
- To write a development plan for Inclusion within the school and to review progress towards its targets and outcomes, amending the plan accordingly.
- To integrate self-evaluation, performance management, improvement and development planning and monitoring, evaluation and review into one seamless process.
- To provide a coaching role for subject teachers to develop their expertise in teaching, learning and assessment practice for students with SEND.
- To take overall responsibility for the Inclusion budget and to invest in and grow SEND capacity year on year using financial best practice.
- To promote strong working relationships between all colleagues, and to facilitate positive relationships between students and staff.
- To work closely with parents/carers to support pupils with SEND, acting as the key point of contact for families regarding SEND support.

3. Whole School Improvement and the 2015 SEN Code of Practice

- To implement the 2015 SEND Framework and Code of Practice to secure the best possible provision for students with SEND and children with EHC plans.
- To work with middle and senior leaders from the curriculum and pastoral teams to ensure a continuity to care across the provision for students with SEND.

- To liaise with Camden, other Local Authorities and families to conduct annual reviews, agree EHC plans and to write EHCNAs.
- To develop and implement plans and review the progress of students, holding subject teachers to account for student progress.
- To consult with parents (and students above age of 16) on spending of budgets for students with EHC plans
- To plan support for children without EHC plans still requiring additional specialist support
- Develop 'graduated approach' to assessing SEN and providing suitable support, in accordance with 2015 SEN Framework and SEN Code of Practice.
- To assess student needs in collaboration with class teachers, school staff and parents before identifying children in need of SEND support.
- To plan suitable support, and set out expected outcomes for students with SEND, notifying parents accordingly.
- Implement the support, ensuring the class teacher maintains overall responsibility for the progress of the student.
- Review student progress within agreed timeframe

General

- To take responsibility for own personal and professional development, and show aptitude to develop further within and beyond this role.
- The post holder is required to hold an enhanced DBS disclosure. Much of the post holder's work is of a confidential nature, demanding a suitable level of security including, for example, a clear desk policy.
- The post holder is expected to adhere to all school policies and procedures, with particular regard to safeguarding and equal opportunities.
- The post holder's responsibility for promoting and safeguarding the welfare of children and young people for whom s/he comes into contact will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If, in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school s/he must report any concerns to his/her Line Manager or the School's Child Protection Officer.

In addition to the above, specific responsibilities, the post holder will carry out any other reasonable duties relevant to the role as directed by the Head teacher.

This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Council's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.

Signed _____ Date _____
Postholder

Signed _____ Date _____
Headteacher

Haverstock School

Person Specification

SEND Coordinator (SENCO)

<p>Education, Qualifications & Experience</p>	<ol style="list-style-type: none"> 1. Qualified Teacher Status 2. NPQSENCO qualification, or willingness to undertake such qualification and achieve qualification within 18 months 3. Record of excellent classroom practice 4. Evidence of continuing programme of appropriate professional development
<p>Knowledge, Skills & Understanding</p>	<ol style="list-style-type: none"> 1. Ability to plan for and achieve rapid improvement 2. Ability to plan for medium and long term sustainability 3. Ability to adapt priorities to whole school improvement agenda 4. High level of communication, organisation and record keeping skills, including ability to use data to track students' progress 5. Ability to lead and manage a team of colleagues, including other middle leaders 6. Excellent inter-personal skills 7. Monitoring, evaluation and review skills 8. Ability to contribute effectively to the Achievement and Standards team 9. Statutory curricula and non-statutory frameworks 10. Deep understanding of 2015 SEN Framework and Code of Practice 11. Knowledge and understanding of a broad range of additional educational needs, including teaching children who are deaf or hearing impaired 12. Critical understanding of the most effective teaching, learning and behaviour management strategies for students with SEND 13. Confident understanding of the role of assessment and AfL in securing pupil progress 14. Pupil progress data and how to use it to secure school improvement 15. Understanding of sound financial planning and best value practice 16. Up to date knowledge of current educational policy and frameworks 17. Understanding of the priorities of Haverstock School, including its role within H3 Federation and Camden Learning 18. Extensive knowledge on matters concerning equality, inclusion and diversity in teaching 19. Extensive knowledge of SEND funding processes and procedures

Professional Expertise	<ol style="list-style-type: none"> 1. Commitment to helping every child achieve his or her very best 2. Commitment to inclusive approach to children with SEND, and to ensuring that all children have the chance to receive the best possible education. 3. High aspirations for children with SEND and for Haverstock School 4. A 'can do' approach to work in school 5. Commitment to the protection and safeguarding of children and young people
Monitoring, Evaluation & Review and Accountability	<ol style="list-style-type: none"> 1. Has the skills and aptitude to lead and manage colleagues and to be accountable for student outcomes. 2. Ability to monitor performance (student, curricular, faculty, pastoral). 3. Is able to evaluate and review progress and evaluate and implement change as necessary.
Other Professional Requirements	<ol style="list-style-type: none"> 1. A willingness to initiate and participate in both cross curricular and extra-curricular activities. 2. Has the ability to work with parents, external agencies and the wider community. 3. Determination to promote a culture that celebrates success. 4. Leads by example, setting high standards of punctuality, dress and conduct. 5. Clarity of thought and vision with proven ability to finish a task. 6. Desire and aptitude to develop professionally beyond this post and apply for senior leadership within 5 years.