

Job Description: SENCO

Grade: Leadership Scale Points 7-11

Responsible to: Headteacher via SLT Line Manager

Responsible for: Teaching and Support Staff within the SEND Team

CORE PURPOSE OF THE POST

- To lead and manage the provision for students with special educational needs in the school
- To ensure that the school meets statutory provision according to the Code of Practice
- To support the high quality teaching of students with SEND
- To raise attainment and achievement of students with SEND and to monitor and support students' progress
- To assist the management and organisation of SEND resources and provision
- To track, monitor and evaluate the impact of the interventions aimed at literacy and numeracy
- Implement and monitor social and life skills programmes
- To work with the examination team to coordinate and facilitate the support of SEND students during examination periods
- To develop effective working practices with staff, parents and agencies

DUTIES AND RESPONSIBILITIES ATTACHED TO THIS POST:

Teaching

- To carry out the duties outlined in the MPS/UPS Teacher job description

Leadership and Management of the SEND Department

- Contribute to the implementation, evaluation and success of the school vision and improvement plan.
- Develop, implement and evaluate the success of the SEND improvement plan in line with school priorities.
- Develop, monitor and review the provision in the SEND Department in terms of:
 - student progress through the analysis of performance data, using this information for planning and target setting across the area;
 - identification of students whose barriers to learning impact on their ability to achieve their potential;
 - identifying appropriate progress targets for SEND students;
 - provision of individualised programmes of intervention according to student need;
 - implement literacy and numeracy intervention programmes;
 - monitoring the progress of SEND students;
 - working with Heads of Department to ensure that targeted groups of students receive necessary interventions and are making good progress;
 - managing the work of Teaching Assistants and their interventions with students, whether in class, individually or in small groups;
 - working with the Examinations Officer to organise and facilitate the support for students during examination periods;
 - the development of appropriate policies and assessment and learning strategies within the Learning Centre.
- Liaise with relevant outside agencies to ensure that the requirements for the provision of SEND at the school are met
- Attend multi-agency and review meetings for designated students

- Apply for EHCPs and monitor the progress of and provision for students with EHCPs, leading the annual review of these
- Liaise with partner primary schools regarding transition from KS2 to KS3
- Liaise with partner Post 16 institutions regarding transition from KS4 to Further Education
- Ensure that Health and Safety policies and practices, including risk assessments are in place
- Take a lead in securing and embedding the school's pastoral and behavioural support systems within the SEND Department

SEND Department Area

- To manage the teaching of students in the SEND base
- To promote the full inclusion of the students in the resource provision, through a whole school approach.
- To oversee and develop the enhanced specialist provision for students in the base, taking account of their particular special educational needs
- To oversee the day-to-day deployment of teachers and support staff allocated to the provision
- To ensure that provision and mainstream staff develop and maintain their specialist knowledge and skills through access to appropriate CPD opportunities and training
- To have oversight for admissions to the SEND Base

Teaching and Learning

- Provide information, guidance and support for teaching staff in order that they can meet the needs of SEND students
- Work with teaching staff to ensure that realistic expectations of behaviour and achievement are set for students with SEND
- Identify and develop study skills to support students in their ability to work independently and learn more effectively

Leading and Managing Staff

- Help staff to achieve constructive working relationships with students
- Establish clear expectations and constructive working relationships among staff involved with the subject through team working and mutual support; devolving responsibilities and delegating tasks as appropriate; evaluating practice; and developing an acceptance of accountability
- Appraise staff as required by the school policy and use the process to develop their personal and professional effectiveness
- Identify training needs within the learning area development plan and seek to fulfil the need through example and support, drawing on other sources of expertise as necessary
- Ensure that colleagues (teachers and support staff) are appropriately monitored, supported and assessed in line with school policies
- Undertake regular lesson observation for staff appraisal and to share good practice
- Ensure that the Headteacher, SLT and trustees are well informed about SEND policies, plans and priorities

Efficient and Effective Deployment of Staff and Resources

- Establish staff and resource needs for the subject(s), advise the Headteacher and SLT of likely priorities for expenditure and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money
- Deploy staff involved in the subject(s) to ensure the best use of subject, technical and other expertise.
- Ensure the effective and efficient management and organisation of learning resources
- Maintain existing resources and explore opportunities to develop or incorporate new resources from sources within and outside the school
- Use accommodation to create an effective and stimulating learning environment
- Ensure that there is a safe working and learning environment in which risks are properly assessed

General

- To attend parents' evenings

- To represent Learning Support at marketing and liaison events such as Open Evening
- To actively support the vision, ethos and policies of the school
- To promote and safeguard the welfare of children
- This job description only contains the main duties relating to this post and does not describe in detail all the tasks required to carry them out

Special Notes and Conditions

The nature of the work necessitates strict confidentiality, no information obtained during or after working hours should be discussed other than with relevant staff.

This role profile is not exhaustive; it will be subject to periodic review and may be amended to meet the changing needs of the business. The postholder will be expected to participate in this process and Katharine Lady Berkeley's School would aim to reach agreement to any changes.

PERSON SPECIFICATION SENCO

The following person specification outlines the key skills and experience required for this position.

The selection panel will assess each candidate against the criteria listed below expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

The panel will use the following assessment tools: application form; interview/assessment activities; reference and other employment checks.

Attributes	Essential	Desirable
Qualifications <ul style="list-style-type: none"> • Degree • Qualified Teacher Status • National Award for SENCO • Access Arrangements Assessor qualifications • Evidence of wider, recent and relevant professional development related to school leadership issues 	Y Y Y Y Y	 Y
Experience <ul style="list-style-type: none"> • Outstanding teacher • Successful experience in leading SEND in the secondary sector with a clear record of improving learning and raising student achievement • A proven track record demonstrating progress made with own classes • Demonstrate successful, creative teaching which embraces contemporary pedagogy • Experience and commitment to teaching in a comprehensive school • Experience of teaching and learning in a secondary school • Experience of leading and working successfully within a school community • Experience of involving parents/carers in their child's learning • Experience of managing change in learning and teaching and raising student achievement • Experience of department self-evaluation and using the outcomes in future planning • Experience in using new technologies to improve learning 	Y Y Y Y Y Y Y Y Y Y Y Y	
Knows about: <ul style="list-style-type: none"> • Working knowledge of the Code of Practice • Understanding of the key national developments affecting the learning area • Knowledge of current education policy relating to schools 	Y Y Y	
<ul style="list-style-type: none"> • Able to: • Lead, motivate, challenge and inspire staff and students • Create, develop and apply vision in the learning area • Identify, challenge and improve underperformance 	Y Y Y	

<ul style="list-style-type: none"> • Initiate and successfully implement change including raising achievement • Lead improvement and development in learning and teaching. • Use data to monitor/track progress and support learning, set targets and monitor and evaluate performance • Improve students' behaviour • Empower and sustain effective teams • Communicate clearly, both verbal and written • Delegate and negotiate • Organise, plan and prioritise time effectively • Act decisively 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	
<p>Committed to:</p> <ul style="list-style-type: none"> • A collaborative school vision of excellence and equity that sets high standards for every student • The setting and achieving of ambitious, challenging goals and targets • Evaluating practice and embedding a process of continuous improvement • Inclusion and the ability and right of all to be the best they can be • The raising standards for all in the pursuit of excellence • The continuing learning of all members of the school community • Distributed leadership and management • The sustaining of personal motivation and that of all staff • The developing and sustaining of a safe, secure and healthy school environment • Collaborating with others to strengthen the school's organisational capacity and contribute to the development of capacity in other schools • Individual, team and whole-school accountability for student performance • Effective teamwork within the school and with external partners • Involvement of parents and the community in supporting the learning of children and in defining and realising the school's vision • Being a high-profile presence in and around the school • Supporting the full life of the school 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	
<p>Personal Qualities</p> <ul style="list-style-type: none"> • High levels of motivation and energy, ambitious and upbeat • Enthusiasm, drive and a love for the job • Clear vision and an innovative approach • Flexible and collaborative • A passion for ensuring all aspects of school life demonstrate integrity and respect. • Sense of humour and ability to work under pressure whilst maintaining an appropriate work/life balance • Willingness to challenge others to produce positive outcomes • Be passionate about teaching and learning • Be passionate about high standards and achievement and excellence for all • Enthusiasm for student welfare, their success and happiness • Be an excellent teacher 	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	

KLB is committed to safeguarding and promoting the welfare of children and young people and the successful candidate must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service (DBS) check.