

JOB DESCRIPTION AND PERSON SPECIFICATION

<u>Job Title:</u> SENCO	<u>Grade:</u> Leadership Range L6-10
<u>Job Family:</u> Teaching	
<p><u>Overall Purpose of Job:</u></p> <p>In this role, you will carry out the duties of the SENCO with teaching responsibilities.</p> <p>You will:</p> <ul style="list-style-type: none"> • Determine the strategic development and implementation of the Special Educational Needs (SEN) policy and provision in the academy. • Be responsible for the day-to-day operation of the SEN policy and coordination of specific provision to support individual students with SEN or a disability. • Hold Qualified Teacher Status and be expected to fulfil the responsibilities of a teacher as set out in the STPCD. • Complete the National Award for Special Educational Needs Coordinators, or from September 2024, the NPQ for SENCOs within three years of appointment to post. • Ensure that the academy carries out its statutory responsibilities regarding all students with SEN or a disability. • Model the vision and values of the academy. • Recognise, promote, and celebrate diversity. 	
<p><u>Main Responsibilities:</u></p> <p>Strategic development of SEN policy and provision</p> <ul style="list-style-type: none"> • Have a strategic overview of provision for students with SEN or a disability across the academy, monitoring, developing and reviewing the quality of provision. • Contribute to academy self-evaluation and quality assurance processes, particularly with respect to provision for students with SEN or a disability. • Make sure the SEN policy is put into practice and its objectives are reflected in the academy development plan (ADP). • Maintain up-to-date knowledge of national and local initiatives that may affect the academy's policy and practice. • Evaluate whether funding is being used effectively and suggest changes to make use of funding more effective. • Regularly quality assure and review provision for students in lessons and in intervention sessions. <p>Support for students with SEN or a disability</p> <ul style="list-style-type: none"> • Oversee a system to support the identification of students with SEN and disseminate the most effective teaching approaches for individual students with SEN. • Co-ordinate provision that meets the student's needs and monitor its effectiveness. • Secure relevant services for the student. • Ensure records and learning passports (IEPs) are maintained, monitored and kept up to date. • Review the education, health and care plan (EHCP) with parents or carers and the student. • Communicate regularly with parents/carers regarding the progress made by students with SEND. • Promote the student's inclusion in the academy community and access to the curriculum, facilities and extra-curricular activities. 	

- Undertake day to day coordination of provision for students with SEN through close liaison with staff, parents and external agencies.
- Work with the designated teacher for looked-after children (LAC), where a looked-after student has SEN or a disability.
- Coordinate annual reviews and reviews of Individual Education Plans and/or PSPs and CAFs where appropriate and attend/chair when necessary
- Attend Year 6 reviews for primary students with statements to help facilitate continuity and progression through the development of a transition programme
- Ensure if the student transfers to another academy, all relevant information is conveyed to that academy, and support a smooth transition for the student.

Leadership and Management

- Work with the Principal and AAB to ensure the academy meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information the governing body is required to publish.
- Provide regular information to the Principal and AAB on the evaluation of SEN provision.
- Advise the Principal and AAB of priorities for deployment of staff and utilise resources with maximum efficiency.
- Contribute to the ADP and ensure the whole-academy policy is up to date and followed.
- Identify training needs for staff and how to meet these needs.
- Advise on, contribute to and lead CPD sessions for teaching and support staff on adaptive teaching and meeting individual student needs.
- Share procedural information, such as the academy's SEN policy and the local offer.
- Promote an ethos and culture that supports the academy's SEN policy and promotes good outcomes for students with SEN or a disability through high and realistic expectations.
- Ensure that the SEN section of the academy website is up to date and compliant.
- Lead, manage and effectively deploy teaching assistants (TAs) working with students with SEN or a disability.
- Lead and manage the SEN Support Officer/administrative assistant.
- Lead staff appraisals and produce appraisal reports.
- Review staff performance on an ongoing basis.

In your teaching duties:

You will develop and sustain DEEP LEADERSHIP across the academy through:

26. Being accountable for student progression for allocated classes.
27. Being responsible for effective classroom management.
28. Co-ordinating class work with any classroom assistant support.
29. Developing and sustaining knowledge of current educational practices and be responsible for own continuing professional development.
30. Evaluating lessons, incorporating students' views and responses in order to reflect and act on strengths and areas for development.
31. Aiding in co-ordinating events and experiences which support the academy to raise standards.

You will develop and sustain DEEP LEARNING across the academy through:

34. Working to student targets and ensure that progress is tracked through a range of strategies.
35. Taking account of and reviewing prior attainment when planning and teaching lessons.
36. Reflecting on the success of teaching strategies, individual lessons, and schemes of work (SOW) in meeting the needs of students.
37. Applying current guidelines on effective learning and teaching.
38. Striving to deliver outstanding lessons.
39. Delivering interactive lessons with students.
40. Providing good quality assessment using formative and summative methods in conjunction with the academy's assessment policy.
41. Recording test results and ongoing teacher assessments.

You will develop and sustain DEEP EXPERIENCE across the academy through:

42. Having responsibility for developing and implementing SOW.
43. Being responsible for identifying and reporting issues and developing solutions.
44. Being responsible for the day-to-day delivery within your subject area, including assessment and reporting process.
45. Developing the use of ICT within the curriculum.
46. Adapting lessons and identifying next steps in response to evaluation of student progress.
47. Setting effective homework and extension work to encourage and enliven student learning.
48. Ensuring differentiation and personalisation of learning for all students.
49. Being aware of the KS3, KS4 (and KS5 if relevant) curriculum and the standards of progression and attainment for KS4/5 students.
50. Co-ordinating displays with regards to events, opportunities and work which promote the department/academy.

You will develop and sustain DEEP SUPPORT across the academy through:

51. Taking responsibility for upholding standards of behaviour and classroom management within the classroom and the academy's environment.
52. Promoting the consistent and fair use of the behaviour policy within the classroom and the academy environment.
53. Being the first line of contact for parents and carers concerns with regards to their child's performance and well-being of your classes.

General

54. You will be aware of and comply with policies and procedures relating to child protection, inclusion, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person without delay.
55. You will participate in training and other learning activities and performance development as required.
56. You will ensure you carry out your role in a way that demands high standards whilst supporting inclusion and welcoming diverse thinking.
57. You will ensure strict confidentiality in all areas of work.
58. You will work and process personal and sensitive information in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR).
59. You will ensure work is conducted in a way that protects the safety and security of information (e.g., strong passwords, reporting breaches, securing paper records, securely disposing of records).
60. You will understand and comply with the statutory guidance regarding safeguarding of children, always ensuring the safeguarding and promotion of children's welfare, reporting any concerns to the Designated Safeguarding Officer at once.
61. You will always comply with the Trust's policies and procedures.
62. You will undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

Knowledge, Skills and Experience

Essential

- A good degree in an appropriate discipline related to the subject area (A/C)
- A teaching qualification together with Qualified Teacher Status (QTS) (A/C)
- Achieved the master's level qualification for SEN or committed to achieving this within 3 years of appointment (C/A/I)
- A strong and secure subject knowledge in the subject area up to GCSE (A/I)
- Recent and relevant teaching experience (A/I/R)
- Experience of assessment at key stage 3 and 4 (A/I/R)
- Awareness of the strategies available for improving the learning and achievement of all students (A/I)
- A good understanding of curriculum developments in the subject area (A/I)
- Able to use a range of teaching and learning strategies (A/I)
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- An understanding of how assessment for learning can improve student performance (A/I)
- Confidence in the use of standard computer packages and how these can be used to enhance student learning (A/I)
- Able to use student level data to raise standards (A/I)
- Able to work independently and collaboratively as a member of a team (A/I)
- Enthusiasm for your subject area (A/I)
- Creative in problem solving together with willingness to take on and try new approaches and ideas (A/I)
- Ability to relate to students in a pleasant and sympathetic manner and to recognise potential safeguarding issues (A/I/R)
- Able to communicate both orally and in writing to students and their parents (A/I/R)
- Able to communicate high expectations to all students (A/I/R)
- Willingness to share good practice across the department and beyond (A/I/R)

Desirable

- Strong ICT skills including SMART board or Promethean (A/I/R)
- Experience of assessment at key stage 5 (A/I/R)
- A strong and secure subject knowledge in the subject area up to A level (A/I)

Key: C – Certificate; A – Application Form; I – Interview; R - Reference

Behaviours:

- Polite
- Punctual
- Reliable
- Flexible
- Passion for learning
- Clear communicator
- Takes initiative
- Self-motivated
- Resilient
- Determined to succeed
- Team player
- Emotionally intelligent

Contacts and Relationships:

Managers - in daily contact with senior leaders/Principal

Support Staff – in daily contact with support staff who are involved in classroom support, administration, facilities, and health and safety.

Trust Staff – in contact with Trust staff within the wider Education team (e.g., Subject Directors and Executive Principals) and Teaching Academy's.

External – in regular contact with suppliers, external agencies, AAB members, contractors, visitors as required.

Note:

This job description is provided for guidance only and does not form part of the contract of employment.

The post holder will be subject to an enhanced DBS check with barred list.