

Person Specification

Special Educational Needs Co-ordinator (SENCo) (MPS/UPS + TLR 1.2)

Requirements for Role (<i>E = Essential; D = Desirable</i>)		E	D	Assessed by
1. QUALIFICATIONS AND EXPERIENCE				
1.1	Qualified teacher status with a graduate level qualification	✓		Application
1.2	Substantial and successful teaching experience in a secondary setting	✓		Application & interview
1.3	The National SENCo Award, or commitment to obtaining it within two years of appointment.	✓		Application & interview
1.4	Direct experience of supporting children with special educational needs, using Quality First / Adaptive teaching.	✓		Application & interview
1.5	Experience of the effective use of data to analyse and accelerate progress, ideally with students with SEND.	✓		Application & interview
1.6	Experience of leading teams of adults in an education setting.		✓	Application & interview
2. QUALITIES, SKILLS AND KNOWLEDGE				
2.1	Has the best interests of students, and the highest ambitions for <i>all</i> students, as the guiding principles of personal practice	✓		Application & interview
2.2	Has a thorough and up to date knowledge of the SEND code of practice and current SEND issues	✓		Application & interview
2.3	Has strong organisational skills, including the ability to produce accurate work to tight deadlines, managing time and prioritising effectively	✓		Application & interview
2.3	Can communicate clearly in writing and verbally to a variety of audiences	✓		Application & interview
2.4	Deals appropriately with sensitive and confidential issues relating to students and parents, including those with SEND	✓		Application & interview
2.5	Demonstrates confidence, professionalism and credibility, with strong interpersonal skills	✓		Application & interview
2.6	Can analyse data effectively, identifying patterns and areas of concern, and using them to plan and implement interventions where required	✓		Application & interview
2.7	Is able to support the development of classroom and other staff, helping them to improve the experiences and academic outcomes of students with SEND	✓		Application & interview
2.11	Demonstrates a commitment to the development of the whole child	✓		Application & interview
2.12	Understands the challenges that some pupil's face, and the complex needs that some pupils have.	✓		
3. TRUST AND GOVERNANCE				
3.1	Willing and able to contribute to the development of the Trust and other Trust schools / colleagues.	✓		Application & interview

Job Description

Special Educational Needs Co-ordinator (SENCo) (MPS/UPS + TLR 1.2)

OVERVIEW

The SENCo will provide high quality leadership and management for the education of students with Special Educational Needs and Disabilities. They will lead the promotion, direction and oversight of high standards of teaching and learning, the effective use of resources, and the maintenance of high standards of learning and achievement for those students with SEND.

The SENCo will also have an appropriate teaching commitment.

Reporting to:	Deputy Headteacher (Quality of Education)
Responsible for (staff):	Teaching Assistants & Higher Level Teaching Assistants
Working closely with:	<ul style="list-style-type: none"> - Assistant Headteacher – Curriculum Implementation & Delivery - Safeguarding & Inclusion Lead - Assistant Headteacher – Behaviour & Attitudes

MAIN DUTIES

1. ROLE-SPECIFIC DUTIES

Strategic Direction & Development

- Ensuring the school's provision for SEND students is compliant with the SEND Code of Practice
- Ensuring the school's SEND policy and practice is in line with national and local protocols and initiatives
- Ensuring the school's SEND register is kept up to date, disseminated and is regularly reviewed.
- Contributing proactively to creating and maintaining a climate for learning where SEND students can thrive and achieve their full potential.
- Establishing effective long and short-term plans for SEND development and resourcing, including realistic and challenging targets for improvement.
- Using data to analyse the progress of SEND students, implementing plans to support and monitor students who are not achieving their targets, and evaluating the impact of those plans.
- Working with colleagues to identify students with potential undiagnosed/unmet learning needs and implementing processes, including EHCP applications, to ensure those needs are identified and met.
- Ensuring effective systems of communication, including feedback about students' learning, to inform future planning within the SEND Department and across the wider school.
- Providing regular information to the Headteacher and governing body on the evaluation of effectiveness of provision for students with SEND to inform policy and planning.

Teaching, Learning and Progress

- Ensuring that all teaching staff are equipped to deliver quality first / adaptive teaching to meet the needs of all SEND students in all learning environments.
- Contributing to teaching and learning policy and practice, to ensure the needs of SEND students are taken fully into account.
- Advising on effective teaching and learning methods for individual and groups of students



Oldbury Wells

- Providing SEND information and advice to teaching staff proactively and on request
- Using information about prior attainment to set challenging targets and secure progress for students.
- Ensuring that students' reading ages are assessed at least annually, and that appropriate interventions are planned and implemented for those with significantly low reading ages.
- Coordinating the development of students' key skills, including independent learning.
- Establishing effective partnerships with parents and carers.
- Creating and regularly reviewing plans for the education of high needs students.
- Liaising with other education providers to ensure continuity of support and learning when transferring students with SEND.
- Conducting Annual Reviews and coordinating EHCP reviews.
- Providing information on SEND students as appropriate to support Pupil Planning Meetings, Educational Psychologist Referrals and other formal documentation.
- Attending and participating in school events such as parents' evenings and open evenings.

Leading and Managing Staff

- Overseeing the line management of in-class Teaching Assistants and the Intervention HLTAs.
- Monitoring the effectiveness of SEND team members.
- Identifying when individual/group/whole school professional development is required, and working with the Assistant Headteacher – Curriculum Implementation & Delivery to plan and deliver appropriate training.

Efficient and Effective Deployment of Staff and Resources

- Allocating resources, including the deployment of staff, to meet objectives and to achieve best value.
- Monitoring the quality of SEND support by establishing effective systems to identify and meet the students.
- Regularly evaluating and reviewing SEND provision to ensure it meets the needs of students and the school.
- Liaising with outside agencies, feeder schools and post 16 institutions.
- In partnership with the Exams Officer, coordinating assessments and application for access arrangements.
- Coordinating applications for EHCPs and GSPs.
- Ensuring the effective use of financial resources allocated to the SEND department.

2. OTHER RESPONSIBILITIES

- Being aware of, and complying with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Being aware of and supporting difference, and ensuring equal opportunities for all.
- Contributing to the overall ethos/work/aims of the school.
- Appreciating and supporting the roles of other professionals.
- Attending and participating in relevant meetings as required.
- Participating in training and other learning activities, and performance development as required.
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.



- Accompanying teaching staff and pupils, as appropriate, on visits, trips, and out of school activities, and take responsibility for a group under the supervision of a teacher.
- Any other duties that would reasonably be expected of the post holder.

3. ADDITIONAL EMPLOYMENT MATTERS

The post is subject to:

- The terms and conditions set out in the national School Teachers Pay and Conditions Document.
- The other terms and conditions set out in the various national collective agreements in force from time to time.
- The Trust's terms and conditions including any local agreement entered into with the Trusts' forum (including recognised trade unions).
- The conditions set out in the Job Description and in the letter of appointment.

Safer Recruitment

Our Trust is committed to safeguarding and promoting the welfare of children and young people within all Trust schools. The Trust complies with the statutory legislative requirements and guidance that seeks to protect children in accordance with statutory guidance including 'Keeping Children Safe in Education'. In order to meet this responsibility, this includes a rigorous recruitment & selection process to discourage and screen out unsuitable applicants. Trust Job descriptions and persons specifications make reference to safeguarding and child protection and that all posts are subject to a Disclosure and Barring Service certificate (DBS). All advertisements include our safeguarding statement and commitment. A Disclosure and Barring Service Enhances Certificate (DBS) with Barred List Check will be required for all appointed posts. The Trust will carry out other appropriate pre-employment checks. These include:

- Qualifications and Status e.g. QTS, Prohibition check, EEA check, Section 128 Directive check and Disqualification under the Childcare Act 2006 check.
- A Fitness to Work Declaration will be required following appointment to ensure that a candidate has the health and physical capacity for the job.
- Further identity checks to determine identity and proof of eligibility to work in the UK. Inclusion on the Trust/school's Single Central Record (SCR).

Equal Opportunities

Our Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from all backgrounds. TrustEd CSAT Alliance takes positive steps to create an employment culture in which people feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community. TrustEd CSAT Alliance is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

General Data Protection Regulation

Our Trust is committed to ensuring that all employees privacy is protected. By signing a contract of employment, you will agree for TrustEd CSAT Alliance, and/or agents appointed by the Trust, to process your personal data, including "sensitive personal data" as defined in the General Data Protection Regulation (GDPR), for the purposes of the operation, management, security and/ or administration, as well as, complying with applicable laws, regulations and procedures. The information you provide (except Equality Monitoring Information) may be shared with partner organisations that provide services to our Trust. A full list of these organisations is available upon request.