T**HE HOWARD PARTNERSHIP TRUST**

***‘Bringing out the Best’***

**JOB PROFILE – SENCo**

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| **Job Title:** | Class Teacher and SENCO |
| **Reporting to:** | Senior Leadership Team |
| **Salary:** | MPS/UPS + SEN allowance |
| **Start date:** | 1 September 2021, potential to start earlier if available |
| **Job Purpose:** | * To provide high-quality education that supports students to make as much progress as possible * To provide high-quality provision to support the needs of all children with SEND * To work with all stakeholders to bring out the best in all children with SEND, inc parents/carers and multi professional agencies * To maintain consistently the Teacher Standards |
| **Key Accountabilities** |  |
| **Student Outcomes**   * To carry out assessments of pupils with SEND to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents * To work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans * To provide regular updates on pupil progress through written reports and meetings with parents * To make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists * To respond to parental concerns / requests for information in line with school policy * To promote the progress of all pupils and their well-being, with due regards for discipline, health and safety. * Secure strong outcomes for all children with SEND * To work in collaboration with the 2i/c Inclusion to ensure that students are receiving an inclusive education and that any barriers to learning are removed * To attend parent / information evenings as required supporting transition arrangements for children entering and exiting the school, including working with feeder schools to support successful handover. * To contribute to providing appropriate access arrangements for children with SEND. * To contribute and facilitate annual reviews for children with EHCP's   **Strategy**   * To develop and oversee the implementation of the school's SEND strategy and policy * To analyse school, local and national data and develop appropriate strategies and interventions * To keep up to date with national and local policies related to SEN and cascade information to colleagues * To develop and maintain systems for keeping pupil records, ensuring information is accurate and up to date   **Wider School Focus**   * To contribute to the wider life of the school, including whole-school routines and duties * To maintain a stimulating, safe and appropriate learning environment * To participate in the life of the school, including contributions to staff, participation in Continuing Professional Development and Performance Management, and participation in school routines, duties and whole school activities * To teach high quality lessons on a reduced timetable * To provide high quality education, rather than teaching and learning * To provide high quality provision to meet the needs of all children with SEND * To work with all stakeholders to bring out the best in all children with SEND, inc parents/carers and multi professional agencies   **Personal Development**   * To take responsibility for your own professional development and engage with performance management activity   **Management & Support**   * To work in collaboration with the deputy SENCO in order to ‘Bring out the best’ in all students * To undertake performance management reviews with Inclusion team members as required * To manage support staff to improve pupil progress and attainment * To provide advice, guidance and training to classroom teachers on supporting pupils with SEN * To support teachers to develop schemes of work and learning programmes for pupils with SEN * To support teachers to develop and implement effective teaching and behaviour management approaches in the classroom * To manage and advise on the school budget and resources for SEN provision | |

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| **Whole School Responsibilities** |
| * To participate in staff meetings, inset meetings and consultations which relate to the general well-being and development of the school * To advise and co-operate with the head of school and other staff members on the preparation and development of policies, schemes of work, teaching materials, methods of teaching and assessment and pastoral arrangements * To maintain good order and discipline among the children and safeguarding their health and safety both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere * Taking appropriate responsibility for one’s health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally adopted policies; including taking responsibility for raising concerns with your line manager * To promote quality first teaching for all students, including those with SEND, across the whole school in partnership with the Teaching & Learning lead |

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| **Additional Information** |
| * Please see our website https://www.oxtedschool.org/ for more information about our school. * For more information about The Howard Partnership Trust (www.thehowardpartnership.org) |

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**PERSON SPECIFICATION – SENCO**

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| **Qualifications & Training** | **Essential** | **Desirable** | **How assessed** |
| Qualified teacher status | ✓ |  | Application |
| Relevant specialist qualifications in your subject SENDCO |  | ✓ | Application – if the candidate does not hold a SENCO qualification or equivalent, they will be supported to work towards it once in post |
| Commitment to CPD and improving practice through reflection | ✓ |  | Application / Interview |
| Thorough knowledge and understanding of curriculum requirements and developments within your own subject specialism | ✓ |  | Application / Interview |
| Thorough knowledge and understanding of the SEND code of practice and up to date legislation surrounding special educational needs | ✓ |  | Application/Interview |
| **Skills and abilities** | **Essential** | **Desirable** | **How assessed** |
| To be able to teach lessons which consistently meet the Teacher Standards | ✓ |  | Application / Interview |
| To use a variety of strategies to engage students and promote a stimulating environment | ✓ |  | Application / Interview |
| To work well in a team, contributing ideas and supporting faculty/department procedures | ✓ |  | Application / Interview |
| To be a confident user of IT as a teaching tool | ✓ |  | Application / Interview |
| To contribute to the wider life of the faculty / department and whole-school, supporting extra-curricular and intervention initiatives | ✓ |  | Application / Interview |
| To be a fully inclusive practitioner who is able to demonstrate effective strategies to ensure all learners make progress | ✓ |  | Application/Interview |
| **Personal Attributes** | **Essential** | **Desirable** | **How assessed** |
| Excellent communication skills with the ability to relate well to students and adults | ✓ |  | Application / Interview |
| Ability to make effective use of data and develop timely and relevant intervention strategies to promote student progress | ✓ |  | Application / Interview |
| Energy, enthusiasm, determination and an insistence on high standards | ✓ |  | Application / Interview |
| Be able to work under pressure, prioritise and manage time effectively | ✓ |  | Application / Interview |
| To be approachable, with the ability to develop a strong team ethos through leading by example | ✓ |  | Application/Interview |
| **Safeguarding** | | | |
| The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).  The Howard Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment | | | |