

# Special Educational Needs Co-ordinator

Job description and person specification

## Job description

**Post title:** Special Educational Needs Co-ordinator (SENCo)

**Salary:** L6

**Position:** Full-time/Part-time

**Reports to:** Principal/Vice Principal

Diverse Academies is a multi-academy trust with a vision to inspire, to raise aspirations and to create brighter tomorrows. Across primary, secondary and special settings, we share a common mission to nurture curiosity, develop wellbeing and empower children and young people to go beyond their aspirations. Together, we believe we can make a difference in our diverse communities, and in the lives of those who learn with us and work with us.

We empower. We respect. We care.

### Purpose of the post

The strategic development of the academy's Special Educational Needs (SEND) provision; including those with Social Emotional and Behavioural difficulties (SEBD) and disadvantaged learners eligible for the student premium. Oversight of the day-to-day operation of all areas of inclusion at the academy with the aim of raising student achievement to expected or better than expected progress for all disadvantaged learners.

The SENCO is a key leader in the academy and has a critical role in raising standards of attainment for disadvantaged learners, both academic and in pastoral, to ensure that the academy provides a quality education for all students regardless of ability. The SENCO must demonstrate loyalty, professionalism, commitment, high standards of work, integrity, and confidentiality both within the academy and the wider community.

The SENCO works to raise levels of achievement for all learners at the school with a particular focus upon students with SEND, SEBD, students in care and all other students eligible for the Student Premium.

## **Main duties and responsibilities**

- To put provision in place to remove barriers to learning which will help ensure that progress of students with SEND student achievement improves relative to those without SEND.
- Ensure that the academy carries out its statutory responsibilities regarding all students with additional learning needs.
- Support all staff in understanding the needs of SEND students.
- Support all faculties in their development of SEND provision.
- Monitor progress towards targets for students with SEND.
- Analyse and interpret relevant academy, local and national data for students with SEND.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Ensure that examination access arrangements are applied for and put in place where appropriate and liaison with the academy's examinations officer.
- Organise concessions during examination periods.
- Take responsibility for organising the appropriate screening of all new students on entry to the school and for other diagnostic testing of other students as appropriate.
- Organise and deliver effective catch up programme in English and Maths for students who are not secondary ready upon entry to the Academy.
- Keep up to date and systematic records for all students on the SEND register.
- Keep up to date with and actively respond to national developments in SEND provision.
- Contribute to the transition process of SEND students from primary to secondary school and from secondary to higher education.

## **Curriculum (Teaching and Learning)**

- Support the identification of and disseminate the most effective teaching approaches for individual students with SEND.
- Work with staff to overcome barriers to learning through a variety of assessment and diagnostic tools
- Collect and interpret specialist assessment data to inform practice.
- Undertake day-to-day co-ordination of SEN students' provisions through close liaison with staff, parents and external agencies.
- Ensure that teaching across the academy reflects the needs of SEND students.
- Support the identification of and disseminate the most effective teaching approaches for specific additional needs (e.g. ADHD, Dyslexia, Asperger's).
- Take an active involvement in the promotion and delivery of out of hours' enrichment activities.

## **Leadership**

- Provide professional guidance to staff to secure good teaching for SEND students, through both written guidance and meetings.
- Oversee the deployment of staff to ensure that students receive consistency and that value for money is optimised.
- Lead on the performance management process for SEND teachers and Support Assistants.
- Advise on and contribute to the professional development of staff, including whole academy INSET provision.

- Provide regular information to the Senior Leadership Team and governing body on the evaluation of SEND provision.

## **Effective deployment of staff and resources**

Other professional requirements:

- Co-ordinate all Annual Reviews for Year 7-13 students.
- Attend Year 6 Annual Reviews for primary students with EHCPs to help facilitate continuity and progression through the development of a transition programme.
- Exercise a key role in assisting the Senior Team and governors with the strategic development of SEND policy / provision. This includes regular reviews and monitoring of SEND provision within the academy.

## **Additional**

- We all have a responsibility for providing and safeguarding the welfare of children and young people we are responsible for or come into contact with.
- Collectively, we share and co-develop best practice for the benefit of all our academies.
- We promote the employment of people with disabilities and will make adjustments considered reasonable to the above duties.
- You will have the opportunity to access the very best professional development and therefore may be required to attend, from time to time, training courses, conferences, seminars or other meetings.
- This job description is not an exhaustive list of duties and the post holder will be required to undertake any other reasonable duties discussed and directed by the line manager.
- We empower our colleagues to enable our students and pupils to meet the highest possible standards, and we recognise that all our staff have a role in improving student outcomes.
- The contents and allocation of particular responsibilities and duties may be amended after consultation from time to time as part of a broader structural review.
- We have an established framework of core principles and practice to which all our academies subscribe, which are developed and agreed on in collaboration.
- It is a condition of your employment you are expected to adhere to our policies, procedures and guidelines.

## Person specification

The following qualities are all deemed fundamental to the requirements of the post. The Trust will, therefore, be seeking evidence of these in the selection process, which will include the application, interview(s) and references.

The Trust is seeking to appoint highly skilled, dynamic, flexible and committed staff with the potential to help us realise our vision and strategic objectives. The appointing panel will, therefore, require sufficient evidence of ability and achievement in each of the following areas in order to make an appointment.

Category	Essential	Desirable	Evidence
<b>Qualifications</b>			
Higher Education qualification to degree level	✓		Application form
Qualified Teacher Status (QTS)	✓		
Recognised formal SENCO qualification (or working towards)	✓		
Evidence of ongoing CPD	✓		
Experience of working with vulnerable / challenged / challenging children and young people	✓		
Experience of working with SEND /SEBD students	✓		
Experience of leading a team of professionals	✓		
Willingness to participate in relevant training and development activities	✓		
Awareness of behaviour management strategies used in secondary schools	✓		
<b>Knowledge and understanding</b>			
Ability to identify student needs and act upon them to raise standards	✓		Application form  Interview  Portfolio of work  References
Ability to effectively manage student behaviour in a positive and consistent manner	✓		
Ability to lead the Enhanced Learning faculty and provide CPD for staff to improve the support of students with SEND	✓		
Excellent communication skills; able to talk to students, parents, colleagues and external agencies appropriately	✓		
Knowledge of SEND code of practice	✓		
Ability to work within a team understanding roles and responsibilities	✓		
Ability to build effective working relationships with young people, parents/carers and colleagues	✓		
Ability to promote a positive ethos and to role model positive attributes	✓		
Good personal numeracy and literacy skills	✓		
Knowledge of relevant policies/codes of practices and legislation to education and child welfare/protection	✓		
Ability to adapt own approaches in order to meet the needs of vulnerable or challenging young people	✓		
Experience of the preparation/identification of resources to support learning	✓		

Commitment to the safeguarding and welfare of all students and providing equality of opportunity	✓		
Good interpersonal and communication skills including chairing/contributing to meetings and report writing	✓		Application  Interview  Portfolio of work  References
Good planning and organisational skills with the ability to manage conflicting demands and meet deadlines	✓		
Commitment to work together with all stakeholders including the wider community	✓		
Ability to make decisions, work under pressure and show resilience and determination	✓		
The highest expectations of behaviour and ethos	✓		
A willingness to contribute to the development of the academy as a whole	✓		
Shows commitment to a supportive, coaching culture	✓		
Commitment to ongoing personal and professional development	✓		
The post holder will be subject to an enhanced Disclosure & Barring Service check	✓		Pre-employment checks
Prior to confirming an appointment to the Trust, individuals are asked to complete a medical questionnaire in order that the Trusts Occupational Health provider can ascertain their medical fitness for the post	✓		