**Ravens Wood School**

Job Description –Special Educational Needs Coordinator (SENCo)

**PURPOSE:**

The SENCO will lead the school`s work on all aspects of inclusion, so that all students can achieve their potential regardless of their starting point. The SENCO will provide professional leadership for the school in areas agreed with the Headteacher, which secures success and continuous improvement in teaching and learning, ensures a high quality education and school experience for all learners.

**Reporting to: Assistant Headteacher**

**RESPONSIBLE FOR:**

**INCLUSION**

* To lead, develop and improve Transition opportunities, Safeguarding and inclusion, aiming for the highest achievable standards.
* To play a central role in embedding inclusion within the school. To seek active collaboration with curriculum leaders, supporting, guiding and motivating colleagues, particularly in relation to students with behavioural problems, SEN, EAL, LAC
* To lead the Pupil Development team to ensure that all students are supported and achieve their potential in terms of achievement and progress and have a safe, happy and varied educational experience at the school
* To liaise with the Designated Safeguarding Lead and Child Protection Officer in order to ensure the safety and well- being of students.
* To manage the transition of SEND students from KS2-3 building strong, mutually supportive relationships with primary schools and parents, ensuring cross-phase transition is thorough and informative.
* To ensure that risk assessments and Health and Safety regulations are observed.

**Leading and Managing:**

The SENCo will:

* Take an active role in the recruitment and selection of support staff for the Pupil Development (PD) department
* Line manage the two Deputy SENCos, Higher Level Teaching Assistants, specialist staff and Additional Provision Leader.
* Ensure colleagues engage with the schools Professional Growth Process
* Manage the identification of those students with SEND at the earliest possible opportunity
* Support the Teaching and Learning team in monitoring Quality First Teaching across the whole school and coordinate appropriate professional development for staff and whole school INSET.
* Take an active role in the performance management of PD support staff
* Ensure the SEND register is up to date and accurate
* To apply a coherent and transparent resourcing approach
* To support SEND students in being healthy, staying safe, enjoying and achieving and making a positive contribution to society and achieving economic wellbeing.
* To comply with SEND statutory guidance – producing a current SEN Information Report and ensure the SEN Policy is updated and published.
* To offer an appropriate, full, broad and balanced curriculum to students with SEND
* To work in partnership with external agencies and other schools
* Assess the impact of provision against student outcomes
* To create a purposeful parental engagement as part of SEND students’ learning journey
* Identify resources needed to meet the needs of students with SEN and advise the Headteacher accordingly.
* Maintain a duty of care regarding pupil, staff and visitors’ health, safety and welfare.
* Prepare the annual SEN Information Report.
* Keep abreast of new initiatives and developments in legislation.
* Report to the Headteacher and Governing body an evaluation of SEN provision in the school and exercise a key role in assisting the Headteacher and governors with the strategic development of SEN policy and provision.

**Teaching and Learning :**

* Support teachers in identifying and assessing students with SEN
* Dissemination of information regarding effective teaching approaches for individual students with SEN.
* Work with staff to develop effective ways of bridging barriers to learning through:
* Monitor teaching and learning activities to ensure they meet the needs of students with SEND
* Ensure that Quality First Teaching is embedded by all teaching staff at Ravens Wood School
* Collect and interpret specialist assessment data to ensure staff expertise is matched with student need

**Recording and Assessment:**

* Ensure robust tracking systems are in place to collect and interpret specific pupil level assessment data allowing the school to identify value-added by its quality first teaching
* Update the Headteacher and Governors on the effectiveness of provision for pupils with SEN.
* Coordinate the monitoring systems for screening pupils at “point of entry” identifying, assessing and reviewing provision for SEN children once identified.