

We are looking for a practitioner who has experience providing and supporting students with SEND to succeed whatever their starting point, whatever their needs.

The successful candidate will be supporting teachers and children across the whole age range and will be overseeing provision and progress for all SEND children. They will be part of a highly talented and committed department. They will play a vital role in the development of the school's SEND provision and oversight of the day-to-day operation of that policy with the aim of raising SEN pupil achievement ensuring that every pupil meets their full potential

Job Description

<p>Key responsibilities</p>	<p>The SENCO, under the direction of the Senior Leadership team, will:</p> <ul style="list-style-type: none"> • Support with the strategic development of special educational needs (SEN) policy and provision at School 21 • Be responsible for day-to-day operation of the SEN policy and coordination of specific provision to support individual pupils with SEN or a disability • Provide professional guidance to colleagues, working closely with staff, parents and other agencies • Line manage the 2 Assistant SENCOs and the Teaching Assistant Team • The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document and Teacher Standards.
<p>Strategic development of SEN policy & provision</p>	<ul style="list-style-type: none"> • Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision • Contribute to school self-evaluations, particularly with respect to provision for pupils with SEN or a disability • Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in relevant plans • Maintain an up-to-date knowledge of national and local initiatives which may affect the schools' policies and practices • Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective • Collaborate and share good practice with colleagues across the whole school, leading or contributing to projects as required
<p>Operation of the SEN policy and coordination of provision</p>	<ul style="list-style-type: none"> • Maintain accurate SEND registers and ensure that appropriate records are maintained and up to date • Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support • Be aware of the provision in the relevant local offer • Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies • Be a key point of contact for external agencies, especially the local authorities • Analyse assessment data for pupils with SEN or a disability • Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness • Support for pupils with SEN or a disability • Lead examination and assessment access arrangements with the Exams Officer. • Lead and coordinate the identification of pupils' needs • Coordinate provision that meets pupils' needs, and monitor its effectiveness • Secure relevant services for pupils • Review the education, health and care plan with parents or carers & the pupil • Promote the inclusion of pupils with SEN or a disability in the school community, enabling access to the curriculum, facilities and extra-curricular activities • Communicate regularly with parents or carers • Work with the designated teacher for looked-after children, where a looked-after pupil has SEND

Job Specification

	Essential	Desirable
Qualifications & training	<ul style="list-style-type: none"> • Qualified teacher status • A good degree 	<ul style="list-style-type: none"> • NASENCO qualification or equivalent • Other specialist qualifications in SEN
Experience	<ul style="list-style-type: none"> • At least four years teaching experience • Evidence of continuing professional development (specifically in the area of SEN) • Evidence of working collaboratively with colleagues • Experience of leading a team of teachers on a curriculum initiative • Experience of setting targets and monitoring, evaluating and recording progress 	<ul style="list-style-type: none"> • Experience teaching across the age range of the school, dealing with a range of SEN. • Experience and understanding of Access Arrangements with a working knowledge of JCQ regulations. • Experience of training other teachers or staff groups • Previous experience as a SENCO or an Assistant SENCO
Knowledge & Understanding	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Strategies for meeting SEN in a mixed ability class situation • The SEN Code of Practice and its practical application • The EHCP process and the role of the SENCO within this • Current curriculum and pedagogical issues • Factors promoting effective transfer of learners from one phase of education to the next • The principles behind improvement planning, monitoring, reviewing and evaluation of progress 	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • the funding support mechanism for SEND • The roles and responsibilities of multi-professional agencies such as Educational Psychology, Occupational Therapy, Speech and Language Therapy • Learning and pastoral support plans • The broader secondary and primary context, and Government initiatives to raise achievement • How best to support EAL pupils • Behaviour management strategies
Skills	<p>The SENCO will be able to:</p> <ul style="list-style-type: none"> • Empathise with the difficulties of pupils with SEN in accessing the curriculum • Organise and sustain systematic support from a variety of providers for a range of needs and disabilities • Manage the co-ordination and deployment of teaching assistants to support pupils with SEN • Advise and motivate teaching staff to meet the needs of pupils with SEN in lessons • Present clearly a wide range of specialised information to both educationalists and non-educationalists. • Make consistent judgements based on careful analysis of available evidence • Model excellent practice • Demonstrate good written and oral communication skills. • Demonstrate good presentation skills with the ability to enthuse and motivate others • Confident in the use of information and communication technology. 	<ul style="list-style-type: none"> • Good influencing and negotiation skills.
Personal Qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to team working • Willingness to address challenging issues with clarity of purpose and diplomacy 	

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| | <ul style="list-style-type: none">• Positive attitude, energy and commitment• Commitment to safeguarding and equality | |
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