

JOB DESCRIPTION
SENCO (Autism Resource Base EYFS to Key Stage 4)

Job Title:	SENCO for Autism Resource Base
Grade:	Leadership Scale L1 to L3
Hours:	Full time or Part time (this is a flexible position for the right candidate)
Responsible to:	Provision Manager
Liaison With:	ARB Teachers, Learning Mentors and School Staff

KEY ROLE:

This exciting and unusual role is central to delivering the highest quality provision for those of our students who join our newly established specialist Autism Resource Base (ARB) at Thorpedene Primary School and Shoeburyness High School. We require a SENCO to be part of the Leadership team. We need someone to lead and innovate within the ARB, supporting both primary and secondary-age pupils. It will involve working collaboratively with a diverse team to meet the needs of our pupils and champion inclusive education. You will maintain some teaching responsibility within the Autism Resource Base, delivering high-quality, specialist lessons.

This position will involve supporting these students to access mainstream education and develop personal and social skills, managing the provision on a day-to-day basis alongside the Provision Manager. You will complete the required paperwork related to Education and Health Care Plans. Timetabling and adapting provision to provide personalised curriculums for the students who are part of the provision.

Part of the role will be to provide professional guidance and support to staff, families, and other stakeholders involved in the education and care of the pupils. We want someone to actively contribute to the ongoing growth and development of the Autism Resource Base, ensuring outstanding outcomes for pupils. This is why we are flexible about the position being full time or part time as we are prioritising finding the right adaptable person for this role.

MAIN DUTIES AND RESPONSIBILITIES

- To be responsible with the Provision Manager for the day-to-day organisation and management of the provision
- To have a teaching commitment in the ARB
- Promote inclusion to ensure the provision provides for all students and share this across the school staff
- To support and enhance the teaching and support practice of others in the main school by providing expert strategies and support
- Work with parents and families to share the aims of the ARB
- Ensuring that students have a positive transition into the provision and when moving between placements
- Being part of the assessment of potential pupils and providing information to support appropriate placements
- To complete Annual reviews and related SEN paperwork
- Complete Individual Support Plans linked to Education Health Care Plans for the students and regularly measure progress towards these targets
- To share in the collective responsibility for the well-being, development, and positive behaviour of all children, promoting an environment where every student feels valued and supported.

SENCo Duties

- You will ensure high quality provision for all ARB students within the provision and the main school
- Promoting student inclusion across the school community and curriculum
- To ensure the maintenance of good order and discipline among pupils within the Autism Resource Base (ARB), safeguarding their health, safety, and well-being both on school premises and during authorised activities elsewhere
- To support inclusive practice, ensuring all pupils with SEND have access to a tailored curriculum that maximises achievement and minimises inequality
- To act as a role model by demonstrating and promoting high standards of professional practice and inclusive teaching strategies tailored to the needs of pupils with autism and SEND
- To ensure that assessment and record-keeping procedures in the ARB are robust and effectively monitor and report on pupils' attainment, progress, and development.
- To build and sustain positive relationships with parents and carers, organising and leading meetings as appropriate to promote understanding, progress, and development

- To participate in professional development activities, staying informed of current good practice in SEND and autism education through reading, attending courses, evaluating resources, and sharing knowledge with colleagues.
- Be aware of the provision in the local offer and the schools 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 and parents regarding pupils
- Analyse assessment data for pupils with SEN or a disability, monitoring impact of additional provision
- Implement and lead intervention groups for pupils with SEN and evaluate their effectiveness
- Support in appraisal of learning support assistants and produce appraisal report.

General

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To ensure that all administrative duties, checks, documentation, reports and return are completed accurately and submitted within required deadlines.
- To deal with correspondence promptly and as required.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- To ensure that all Trust policies and procedures are followed.
- To ensure that all duties and services provided are in accordance with the Trust's Equality, Diversity and Inclusion Policy and practices in respect of both employment issues and the delivery of services to the community.
- To ensure that all duties and services provided are in accordance with the Trust's Data Protection Policy and practices and reporting to the DPO any concerns or requests.
- To undertake any training commensurate to the post and attend relevant meetings as required by the Trust.

The Trust Board is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher/Chief Executive Officer to carry out appropriate duties within the context of the job, skills and grade at any site within the Trust.

Person Specification

	Essential	Desirable
Qualifications and experience		
Qualified Teacher Status	<input type="checkbox"/>	<input type="checkbox"/>
Degree Level Qualification + PGCE or QTS Qualification	<input type="checkbox"/>	<input type="checkbox"/>
NASENCo or equivalent	<input type="checkbox"/>	✓
A professional certificate in Autism or be willing to gain the professional qualification	<input type="checkbox"/>	✓
Evidence of ongoing professional development	<input type="checkbox"/>	<input type="checkbox"/>
Experience of senior leadership	✓	
Willingness and desire to undertake further professional development and training	<input type="checkbox"/>	
Knowledge and skills		
Experience of planning and teaching	<input type="checkbox"/>	<input type="checkbox"/>
Thorough knowledge of the SEND Code of Practice	✓	
Knowledge of recent initiatives and issues in education	<input type="checkbox"/>	<input type="checkbox"/>
Using ICT as a curriculum tool to improve standards	<input type="checkbox"/>	<input type="checkbox"/>
Experience of teaching to a high standard	<input type="checkbox"/>	
Relevant experience working with students with autism or learning disabilities	✓	
The ability to promote good progress and outcomes by pupils	<input type="checkbox"/>	<input type="checkbox"/>
The ability to manage behaviour effectively to ensure a good and safe learning environment	<input type="checkbox"/>	<input type="checkbox"/>
The ability to demonstrate good subject and curriculum knowledge	<input type="checkbox"/>	
An ability to make accurate and productive use of assessment	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate ability to plan, lead, motivate, develop, and inspire staff, and to manage change effectively	<input type="checkbox"/>	✓
Having an extensive knowledge and well-informed understanding of a range of learning, teaching, and behaviour management strategies	<input type="checkbox"/>	
A creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified	<input type="checkbox"/>	<input type="checkbox"/>
Positive values and attitudes and adopt high standards of behaviour in a professional role	<input type="checkbox"/>	
A commitment to equal opportunities and inclusion	<input type="checkbox"/>	
Personal qualities		
Excellent interpersonal skills with the ability to maintain strict confidentiality	<input type="checkbox"/>	<input type="checkbox"/>
Initiative and ability to prioritise own work and that of others to meet deadlines	<input type="checkbox"/>	
Efficient and meticulous in organisation	<input type="checkbox"/>	

Able to follow direction and work in collaboration with the leadership and Inclusion team	<input type="checkbox"/>		
Able to work flexibly, adopt a hands-on approach and respond to unplanned situations	<input type="checkbox"/>		
Ability to evaluate own development needs and those of others and to address them	<input type="checkbox"/>		
Commitment to the highest standards of child protection and safeguarding	<input type="checkbox"/>		
Recognition of the importance of personal responsibility for health and safety	<input type="checkbox"/>		
Commitment to the Trust's ethos, aims and whole community.	<input type="checkbox"/>		