

Job title: SENCO
Responsible to: Principal
Scale: Teachers MPR/UPR plus TLR £9,146

Job purpose:

The main responsibility will be to determine the strategic development of special educational needs (SEND) policy and provision in the school, be responsible for day-to-day operation of the SEND policy and co-ordinate the specific provision to support individual learners with SEN or a disability. The SENCO will provide professional guidance to colleagues, working closely with staff, parents/carers and other agencies.

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.

Duties and responsibilities

The SENCO is responsible for the strategic leadership development of Special Education Needs provision and the operational management of all SEND staff, their resources and accommodation. The SENCO will lead Special Education Needs provision across the academy and ensure that the academy meets its statutory requirements of the SEND Code of Practice.

The SENCO will write and attend all EHCP reviews, map the funding and resources against needs, and monitor, evaluate and review the impact, and ensure learner interventions are appropriate to their needs, and that they support and challenge learners effectively.

The SENCO will work closely with Staff, to ensure short term targets and long term objectives are met, and provide appropriate support, and with the Designated Safeguarding Lead and the wider Safeguarding Team.

They will attend and participate in Trust-wide SEND-related events to ensure consistent approaches and up-to-date knowledge, and report on SEND to the relevant stakeholders.

The post also requires you to:

- Teach learners within the age range 11-16 in accordance with the professional duties of a teacher.
- Carry out your duties in line with the management and working practices of the Trust.
- Adhere to all confidentiality and data protection law and guidance.

Teaching and Learning

- Promote a positive climate for learning.
- Act as a role model, guide in the development of teaching and learning.
- Create, implement and co-ordinate a personalised intervention programme.

- Mentor identified intervention cohorts and individuals in a timetabled programme.
- Use your own practice as an example of high quality teaching and learning.
- Support intervention learners in lessons.
- Disseminate materials relating to best practice and relevant research.
- Issue rewards and consequences for intervention of learners.
- Keep parents/carers, staff and relevant stakeholders informed of the progress of learners.

Specific Duties and Responsibilities

Strategic Direction and Development of Special Education Needs or a Disability:

- Have a strategic overview of provision for learners with SEND across the academy, monitoring and reviewing the quality of provision.
- Contribute to academy self-evaluation, particularly with respect to provision for learners with SEND.
- Ensure the SEND policy is put into practice.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the academy and the Trust's policy and practice.
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.

Operation of the SEN policy and co-ordination of provision:

- Maintain an accurate SEND register and provision map.
- Provide guidance to colleagues on teaching learners with SEND.
- Advise on the use of the academy's budget and other resources to meet learners' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.
- Work with relevant providers, other Trust academies, educational psychologists, health and social care professionals, and other external agencies.
- Analyse assessment data for learners with SEND.
- Implement and lead intervention groups for learners with SEND, and evaluate their effectiveness.

Support for learners with SEND:

- Identify a learner's SEND.
- Co-ordinate a provision that meets the learner's needs, and monitor its effectiveness.
- Secure relevant services for the learner.
- Ensure records are maintained and kept up to date.
- Review the education, health and care plan (EHCP) with parents/carers and the learner.
- Communicate regularly with parents/carers.
- Ensure that if the learner transfers to another academy, all relevant information is conveyed to it, and support a smooth transition for the learner.

- Promote the learner's inclusion in the academy community, and access to the curriculum, facilities and extra-curricular activities.
- Work with the designated teacher for looked-after children (LAC), where a looked-after learner has SEN or a disability.
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Leadership and management:

- Work with the Principal and Senior Leadership Team to ensure the academy meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information as requested.
- Identify training needs for staff and how to meet these needs.
- Lead training for staff.
- Share procedural information, such as the academy's SEND policy.
- Promote an ethos and culture that supports the academy's SEND policy, and promotes good outcomes for learners with SEN or a disability.
- Quality assure SEND provision as part of the whole school teaching and learning provision.

General Information

- To play a full part in the life of the Trust and the school community, to support its distinctive mission and ethos and to encourage staff and learners to follow this example.
- To promote actively the Trust's policies generally and specifically including those in relation to child protection and safeguarding.
- To actively promote and undertake personal professional development and the professional development of colleagues.
- To ensure compliance with the Trust's Health and Safety Policy and undertake the risk assessments as necessary.
- To ensure compliance with the school's procedures concerning safeguarding.
- To actively participate in the appraisal process.

Working Environment

The post holder must be willing to work and travel across the Trust schools as required.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

Statutory and Discretionary Holidays.

Standard for all jobs

- To perform services not only for Dudley Academies Trust but also for any subsidiary as required.
- To take a proactive role in the identification of personal and group training and developmental needs which support Trust's objectives and to actively participate in the fulfilment of identified training and development needs.
- To contribute to promotional activities both inside and outside the Trust and to assist in the production of promotional and publicity materials as required.
- To operate at all times within both the spirit and the practice of the Trust Equal Opportunities policies.
- To be aware of and work with due regard to safety and safe practice. To meet statutory requirements and to report any hazards/unsafe practices or incidents as appropriate.
- To represent the Trust in the best light at all times.
- To maintain such records and undertake administrative duties as may be determined by the Trust.
- To carry out any other duties in connection with the appointment which may be reasonably determined from time to time by the Chief Executive or line manager.

This job description is intended to provide a guide to the general duties and responsibilities of the specified post and to set in context the framework within which the post holder will operate. It should not be regarded as a legal document nor a set of conditions of service.

The job description sets out the main duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the post. Such variations are common occurrences and cannot of themselves justify a reconsideration of the grading of the post.

This job description will be reviewed regularly and may be varied in the light of the business needs of the Trust.

Prepared by: Jo Higgins, Chief Executive

Date: _____ Name of post holder (*please print*): _____

Signed by post holder: _____

Date: _____

Person specification

Knowledge/qualifications

- Qualified teacher status.
- A relevant degree.
- Sound knowledge of the SEND Code of Practice.
- National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment.
- Detailed knowledge of the way data is used to ensure that all learners make at least good progress.

Experience

- An excellent classroom practitioner.
- Experience of working at a whole-school level.
- Involvement in self-evaluation and development planning.
- Significant evidence of raising learners' attainment and achievement.
- Experience of data tracking systems, drawing data from a variety of sources.
- The use of ICT as both a classroom and management tool.
- Delivering whole school INSET.

Skills

- Ability to plan and evaluate interventions.
- Data analysis skills, and the ability to use data to inform provision planning.
- Excellent ability to model effective teaching strategies to raise achievement.
- Analyse, synthesise information and present solutions.
- Effective communication and interpersonal skills.
- Ability to build effective working relationships.
- Highly effective interpersonal and communication skills.
- Ability to lead and influence others.
- Good record-keeping skills.

Additional factors

- Love of teaching and learning.
- Have integrity, optimism, flexibility and resilience.
- The ability to champion the mission and vision of the Trust.
- The ability to work effectively with all stakeholders.
- Respect and value diversity and promote equality.