



THE FOREST SCHOOL ACADEMY TRUST **SENCo TLR/TEACHER JOB DESCRIPTION**

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| Role | Special Educational Needs Co-ordinator/teacher. | Reports to | Headteacher/Senior Leadership Team. |
| Purpose | <p>SENCo: To oversee the day to day operation of the school's SEND policy with the aim of improving progress and raising the achievements of pupils with SEND.</p> <p>Teacher: To ensure the greatest possible progress and development of students, through high quality teaching and learning, and appropriate pastoral support. To challenge and support all students to achieve their best by:</p> <ul style="list-style-type: none"> • Setting consistently high expectations and standards. • Sharing a love of your subject and of learning. • Enthusiasing, engaging and motivating students. • Inspiring trust and confidence in students and colleagues. | | |
| Dimensions | <p>Pupils: Oversee / coordinate provision for all SEND students.</p> | <p>Staff: Responsible for the Learning Support Team.</p> | <p>Financial: Financial: SEND capitation and additional funding through EHC Plans / statements / top – ups.</p> |
| Accountabilities | <p>SENCo:</p> <ol style="list-style-type: none"> 1. Co-ordinate the whole school SEND provision map. 2. Co-ordinate provision for pupils with SEND at all levels. 3. Maintain and conduct annual reviews for all students with SEND. 4. Ensure appropriate special arrangements for exams are in place for SEND students. 5. Manage SEND resources. 6. Liaise with parents and outside agencies keeping all up to date. 7. Contribute to the strategic planning for SEND within the school. 8. Promote staff development and training in relation to SEND. 9. Evaluate the impact of all SEND intervention strategies with quantitative data. 10. Ensure progress of all SEND pupils. 11. Update SLT/Academy Trust of SEND pupil progress and mental wellbeing of all. 12. Write local offer and Inclusion Policy. 13. Play a key role in developing, implementing, monitoring and maintaining SEND policies and practices. 14. Assist SLT with Strategic development of SEND policy. | | |

15. Contribute to a positive ethos – all students have equal access to a broad, balanced relevant curriculum.
16. Analyse and interpret school, local and national data relating to SEND (attendance; attainment; progress)
17. Ensure good practice relating to SEND through coaching, mentoring, INSET and formal guidance of teaching and support staff.
18. Rigorously monitor the quality of support where impact is evaluated and regularly reviewed, measured and reported upon.
19. Co-ordinate the application process for special arrangements in external examinations (JCQ-SENCo responsible not exams officer)
20. Ensure correct funding for all SEND students and updated provision maps.
21. Support the Raising Achievement Centre and intervention programmes for SEND Students.
22. Ensure smooth induction process to the school of all SEND students and families.
23. Relentless drives to ensure the students are in appropriate placement.
24. Ensure tests/assessment of the students on arrival at school.
25. Support the literacy and reading programme across the school.

Teacher:

1. To maintain thorough and up to date subject knowledge and pedagogy.
2. To plan lessons and sequences of lessons and to support students in meeting their personal and academic potential.
3. To use a range of effective strategies for teaching and for behaviour management, as detailed in the school's policies.
4. To ensure the effective deployment of classroom support where appropriate.
5. To use and analyse performance data including prior learning data, progress data and external examination data when planning lessons, and in order to establish and set expectations, targets and action plans for individuals and groups of students.
6. To assess, monitor and record progress of students in teaching and tutorial groups.
7. To set homework regularly and in accordance with the school's policies.
8. To mark work regularly, provide appropriate feedback, and ensure this feedback is acted upon, in accordance with the school's policies.
9. To communicate students' progress with parents and carers.
10. To take part in marketing and liaison activities, such as Open Evenings, Parents' Evenings, Options Evenings and Celebration Events.
11. To engage actively in your own Performance Management and to take responsibility for your own Professional Development within the context of the school's policies.
12. To be a team player within your department and tutor team, contributing to department meetings, improvement plans and self-evaluation processes.
13. To contribute and where appropriate to lead on departmental learning plans including Schemes of Learning or Schemes of Work.
14. To work with, learn from, and support departmental and pastoral colleagues.
15. To cooperate with colleagues to ensure a sharing and effective use of resources.
16. To alert relevant staff to problems experienced by students and to work with those staff to implement solutions.
17. To actively promote and support the school in its marketing through the use of social media.

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| | <p>Other duties:</p> <ol style="list-style-type: none"> 1. Where appropriate, to assume pastoral responsibility either a Key Stage 3, 4 or a Sixth Form tutor group, as part of the school's tutor system including the teaching of PSHE. 2. As a form tutor, to produce appropriate reports and otherwise liaise with parents as required. 3. To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's Child Protection Policy. 4. To comply with the school's Health and Safety Policy. 5. To undertake any other duties not mentioned above, commensurate with the level of the post. <p>The Forest School Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p> |
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| <p>SENCo Qualifications, skills and experience:</p> | <ul style="list-style-type: none"> • A good honours degree. • Qualified teacher Status. • NASENCo qualification or willingness to undertake it within 3 years of appointment. • Experience of Special Educational Needs within secondary education. • SEND financial awareness. • Up to date research in reaction to SEND. • Good IT skills. • The ability to work with a range of staff at all levels. • Level 7 to assess exam access arrangements (desirable) |
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| <p>Personal attributes / qualities:</p> | <ul style="list-style-type: none"> • A good sense of humour. • Good inter-personal skills. • An ability to work hard (resilience) • Enthusiasm / passion that inspires others. • Excellent communication skills. • Positivity and perseverance. |
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| Person Specification: TEACHER | | | |
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| Requirement | Essential? | Desirable? | Shown through? A = Application I = Interview R= Reference |
| QTS and eligibility to work in the UK | ✓ | | A, I, R |
| Evidence of continuing professional development | ✓ | | A,I |
| Understanding and support for the values and visions of the school | ✓ | | A,I |
| Understanding and clear vision of the importance of subject | ✓ | | A,I |
| A consistently good or outstanding practitioner capable of generating high student outcomes | ✓ | | A,I |
| Ability to teach subject to GCSE | ✓ | | A,I, R |

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| Interest or experience in subject to A Level | ✓ | | A,I, R |
| Self- motivated and self-reflective | ✓ | | A,I |
| Good teamwork skills | ✓ | | A,I |
| Good interpersonal and communication skills | ✓ | | A,I |
| Good organisational skills | ✓ | | A,I |
| Flexibility, patience and resilience | ✓ | | A,I |