



SENCO for The Skills Hub

MPS/UPS

The Skills Hub is a co-educational Alternative Provision for pupils in the London Borough of Hillingdon who cannot attend mainstream school for a variety of reasons. It currently offers places to KS1/2/3/4, many of whom have been, or are at risk of, permanent exclusion. In addition to an interim provision for KS3/4 and an interim post 16 ESOL learners. The Skills Hub also supports young people unable to access full-time studies to a medical diagnosis.

We aim to be a safe, compassionate and inclusive learning community that recognises the uniqueness of its learners and celebrates their success. We are dedicated to helping our young people develop the knowledge and skills that reflects the best of their abilities, that will enable them to sustain healthy relationships, become gainfully employed and lead enriched lives.

The ideal candidate

- To be considered a real asset to the school, you should demonstrate:
- An understanding/knowledge and experience of working with children with special needs.
- Excellent communication, time management and organisational skills.
- An energetic and enthusiastic 'can do' attitude.
- A friendly and professional manner.
- Hold a recognised full teaching qualification such as QTS.
- Hold a recognised SENCO qualification.
- Have an understanding of alternative and therapeutic interventions for student progression.
- Have a commitment to achieving the highest possible standards for all learners with a proven record of enabling learners to fulfil their potential.

Key objective of the role:

To fulfil the professional standards expected of all teachers. To follow the SEN code of practice to ensure that all pupils have plans that reflect their current needs and that the outlined provision is taking place in practice to ensure that pupils have the opportunity to overcome their main barriers to learning.

Key responsibilities

Please note that it is expected that teaching duties, as outlined in this section of the job description, will be undertaken in accordance with the Professional Standards for Teachers and Trainers in Education and Training – England as published by The Education & Training Foundation. The job description is subject to periodic review.

Main duties

The SENCO, under the direction of the principal, will:

- Promote and safeguard the welfare of young people in line with procedures and policies
- To promote the agreed vision and aims of The Skills Hub
- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN.
- Model outstanding SEND teaching.
- Support all staff in understanding the needs of SEN pupils.
- Monitor progress towards targets for pupils with SEN.
- Maintain an accurate record of pupils with SEND (K and E) across KS1 and KS4.
- Implement and embed clear processes in order to identify possible SEND as early as possible.
- Lead and implement whole reading strategies.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Analyse and interpret relevant school, local and national data.
- Liaise with parents around the EHCP process ensuring their views are heard and recorded.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- 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.
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Liaising with key staff to ensure both internal and external partners have a collaborative approach to identifying early help and seeking various neuro tests.
- Working to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Teaching and Learning

- Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN.
- Work with staff to develop effective ways of bridging barriers to learning through:
 - assessment of needs
 - monitoring of teaching quality and pupil achievement
 - target setting
 - keeping accurate records.
- Collect and interpret specialist assessment data to inform practice.
- Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies.
- Work with head teachers, teachers, key stage co-ordinators and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.

Leading and managing

- Provide professional practical guidance to staff to secure good teaching for SEN pupils, through both written guidance, meetings and workshops;
- Lead on the performance management process for Learning Support Assistants;
- Advise on and contribute to the professional development of staff, including whole school inset provision
- Provide regular information to the principal and governing body on the evaluation of SEN provision.
- Effective deployment of staff and resources
- Advise the head teacher of priorities for deployment of staff, and utilise resources with maximum efficiency
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies
- Work with external agencies to maximise resources made available e.g. Educational Psychologist, SALT etc.
- Co-ordinate all Annual Reviews and reviews of Individual Education Plans where appropriate and attend / chair when necessary.
- Attend Year 6 Annual Reviews for primary pupils with statements to help facilitate continuity and progression through the development of a transition programme.
- Liaise with Year 5 pupils requiring advice about provision. (Secondary School SENDCO).

Additional duties

- To develop and enhance expertise in supporting students with complex social, emotional and mental health needs by attending training and working alongside relevant internal and external professionals such as psychologists and therapists.
- Provide outreach to those students unable to access the curriculum within school.
- Cover classes for absent colleagues in accordance with OHC&AT guidelines, which may be reviewed from time to time.
- Carry out administrative tasks related to courses and attend meetings as required by Senior Leadership Team.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Support the Senior Leadership Team in all health and safety matters and take reasonable care for the health and safety of yourself and other persons who may be affected by your acts or omissions at work.
- Support the marketing of courses both inside and outside the OHC&AT including attendance at open events. This will involve flexible working (i.e. occasional evenings).
- Undertake all duties and responsibilities in accordance with OHC&AT policies and relevant legislation, inclusive of Equal Opportunities, Health & Safety, Data Protection, Child and Vulnerable Adult Protection, Financial regulations and Quality frameworks. To report any concerns to the appropriate person.
- Lead extra-curricular activities (lunchtimes, before and after school as appropriate).
- If required, act as a personal tutor for groups of learners.
- Undertake any other duties consistent with the objectives and level of responsibility of the post as may be required by the Senior Leadership Team and/or OHC&AT.

SENCo Person Specification

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Data and Barring Service (DBS) as part of Orchard Hill College & Academy Trust's pre-employment checks

This person specification will be used for recruitment to the SENCo role. It will form the basis of the application form, and candidates will also be assessed against aspects of this person specification at interview.

QUALIFICATIONS (list)	ESSENTIAL	DESIRABLE	TESTING METHOD
Hold a relevant degree or equivalent qualification	✓		Checked certificates
Hold a recognised full teaching qualification such as QTS	✓		Checked certificates
National Award for SEN Co-ordination	✓		Checked certificates
STATUTORY or ROLE SPECIFIC REQUIREMENTS	ESSENTIAL	DESIRABLE	TESTING METHOD
A clear understanding of the features of high quality teaching and learning at KS3 and 4.	✓		Application/Interview
Commitment to the safeguarding of all learners	✓		Application/Interview
Demonstrable effectiveness in promoting equality and diversity through teaching, managing the learning environment and challenging discriminatory behaviour and attitudes	✓		Application/Interview
Access to transport to access satellite centres.		✓	Checked licence
KNOWLEDGE AND EXPERIENCE	ESSENTIAL	DESIRABLE	TESTING METHOD
Teaching experience (a minimum of 3-5) years teaching experience	✓		Application/Interview

Experience of conducting training/leading INSET	✓		Application/Interview
Experience of leading TA's support staff and liaising with key external agencies	✓		Application/Interview
Ability to plan and evaluate interventions	✓		Application/Interview
Data analysis skills, and the ability to use data to inform provision planning	✓		Application/Interview
Effective communication and interpersonal skills	✓		Application/Interview
Ability to build effective working relationships	✓		Application/Interview
Good record-keeping skill	✓		Application/Interview
Knowledge and experience of the national curriculum in own specialist area	✓		Application/Interview
Effective in using a broad range of assessment measures as a driver for improving learners' performance	✓		Application/Interview
Experience of working with students with social, emotional and mental health needs.	✓		Application/Interview
Interest in working with vulnerable students.	✓		Application/Interview
Understanding of alternative and therapeutic interventions for student progression.		✓	Application/Interview
Proven good standard of teaching skills and abilities or demonstrable potential to attain the highest standards of teaching	✓		Application/Interview
Innovative and competent in utilising all available resources to provide a stimulating learning environment including IT.	✓		Application/Interview
Understanding of alternative and therapeutic interventions for student progression and a compassionate trauma informed approach.	✓		Application/Interview

COMPETENCES	ESSENTIAL	DESIRABLE	TESTING METHOD
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	✓		Application/Interview
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	✓		Application/Interview
Ability to work under pressure and prioritise effectively	✓		Application/Interview
Commitment to maintaining confidentiality at all times	✓		Application/Interview
Commitment to engage positively with stakeholders (students, parents, external agencies) at all times	✓		Application/Interview
Excellent interpersonal skills and the ability to communicate effectively, both verbally and in writing, with all stakeholders	✓		Application/Interview
Committed to reflecting on own performance, seeking and accepting constructive feedback and learning from own experiences	✓		Application/Interview

As part of Orchard Hill College & Academy Trust's pre appointment checks, current and past employers will be contacted for short listed candidates

Any discrepancies or anomalies, and/or issues from references will be discussed at interview with shortlisted candidates.