

JOB DESCRIPTION			
JOB TITLE	SENCo or SEN lead	SALARY RANGE	FTE is £19,902 to £42,810 depending on experience and qualifications
RESPONSIBLE TO	Assistant Principal - Behaviour	HOURS	Part-time 26 hours per week but we have a flexible approach to this appointment
DIRECT REPORTS	i-hub Team	LOCATION	UTC Oxfordshire
LAST REVIEWED	November 2022	TEAM	
Signatures (employee and line manager)			
JOB PURPOSE			
<p>The SENCO, under the direction of a member of the Assistant Principal for Behaviour, will:</p> <ul style="list-style-type: none"> • 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 students with SEN or a disability • Provide professional guidance to colleagues, working closely with staff, parents and other agencies • The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD 			
MAIN DUTIES AND RESPONSIBILITIES			
<p>Strategic development of SEN policy and provision</p> <ul style="list-style-type: none"> • Have a strategic overview of provision for students with SEN or a disability across the school, monitoring and reviewing the quality of provision • Contribute to school self-evaluation, particularly with respect to provision for students with SEN or a disability • Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP) • Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice • Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective <p>Operation of the SEN policy and co-ordination of provision</p> <ul style="list-style-type: none"> • Maintain an accurate SEND register and provision map • Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEN support • Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment 			

- Be aware of the provision in the local offer
- Work with 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 authority (LA)
- Analyse assessment data for students with SEN or a disability
- Implement and lead intervention groups for students with SEN, and evaluate their effectiveness

Support for students with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

Leadership and management

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for students with SEN or a disability
- Lead and manage Learning Support assistants (LSA's) working with students with SEN or a disability
- Lead staff appraisals and produce appraisal reports for the i-hub Team

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Assistant Principal.

GROUP/ EMPLOYEE RESPONSIBILITIES

- To always work and act in accordance with the Trust's Vision, Values and Strategic Plan
- To demonstrate professional behaviours and Attributes
- To be responsible for ensuring that the activities under your control are conducted in accordance with the safeguarding and health and safety requirements of Activate Learning Education Trust's policies and procedures
- To safeguard the welfare of children, young persons and other vulnerable people for whom you come into contact with, ensuring a learning environment where students feel safe and supported, and British values are celebrated
- To be accountable for own safety and that of colleagues/ visitors to the workplace
- To work in a flexible manner and be willing to undertake other duties as reasonably requested

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the UTC and the professional development of the staff.
- This job description may be reviewed at any time in consultation with the post holder.

QUALIFICATIONS & EXPERIENCE	TECHNICAL COMPETENCIES /KNOWLEDGE/SKILLS	BEHAVIOURAL SKILLS/PERSONAL ATTRIBUTES
Qualifications and training	Skills and knowledge	Personal qualities
<ul style="list-style-type: none"> • Qualified teacher status • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment • Degree 	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions 	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for students and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for students with SEN or a disability

Experience	<ul style="list-style-type: none"> • Data analysis skills and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills 	<ul style="list-style-type: none"> • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality
<ul style="list-style-type: none"> • Teaching experience • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET 		

ATTRIBUTES



PROFESSIONAL

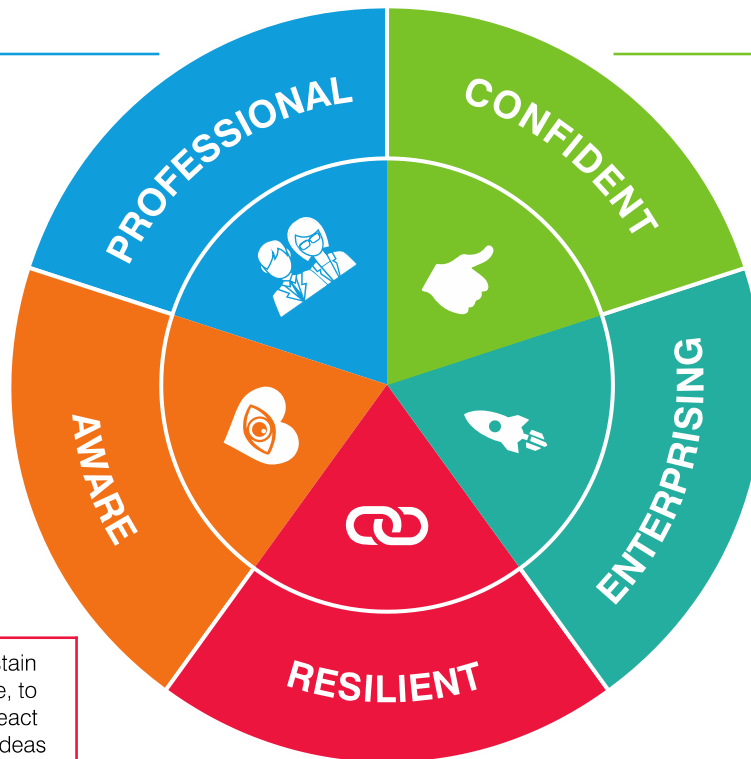
Employees work together collaboratively, building positive relationships to achieve great results, whilst communicating confidently and sensitively using appropriate technology, and always acting as an ambassador for their Department, Faculty, Team and the wider Activate Learning Group.

AWARE

Employees recognise and understand emotions in themselves and others and are able to use this awareness to manage and adjust their behaviour and relationships.

RESILIENT

Employees have the ability to sustain their energy levels under pressure, to cope and adjust to change and react positively and proactively to new ideas and ways of doing things, viewing change as a positive opportunity.



CONFIDENT

Employees are positive in their approach, understand the needs and aspirations of their learners, colleagues and customers and feel assured within the principles of the Learning Philosophy to motivate and influence themselves to succeed, articulating how their contribution makes a difference.

ENTERPRISING

Employees approach problems and challenges positively, demonstrate a desire to deliver new ideas and offer fresh insights, whilst continuously learning and improving to make a positive contribution to their Department, Faculty, Team and the business as a whole.

This job description is written at a specific time and is subject to change as the demands of the organisation and the role develops. The role requires flexibility and adaptability and the employees of the Trust need to be aware that they may be asked to perform tasks and be given responsibilities not detailed on this job description.

Diversity Statement

Activate Learning Education Trust recognises and values the enriching contribution which people from a range of backgrounds and experiences can bring to the life and development of the Trust. We therefore aim to provide an education service which, in its teaching, administration and support services, actively promotes equality of opportunity and freedom from discrimination on grounds of age, cultural background, disability, ethnicity, gender, religion or sexual orientation.

Health and Safety Statement

All employees have a responsibility to promote and maintain a safe and healthy working environment, by taking reasonable care of their own health and safety at work and the well-being of colleagues and students. Line managers have specific responsibility for the health and safety of the team for which they have general management responsibility.

Safeguarding Statement

Activate Learning Education Trust is committed to the safeguarding and welfare of young people and expects all employees and volunteers to share this commitment. We undertake social media checks on all shortlisted candidates in accordance with DFE statutory guidance 'Keeping Children Safe in Education 2022'.