**THE GATEWAY ACADEMY SENCo JOB DESCRIPTION**

**Job Title: SENCo (Secondary Provision)**

**Contract:** Full Time (Permanent)

**Responsible to:**  Assistant Principal

**Pay Grade:**  Teachers Pay Scale (Plus SEN Allowance dependent on experience)

**Job Description**

This job description may be amended at any time following consultation between the Head of School and SENCo and will be reviewed annually.

**SPECIFIC DUTIES:**

Staff at The Gateway Academy are expected to act with honesty and integrity; have strong educational knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents/carers in the best interests of the students. Staff are expected to work in collaboration with members of the GLC and understand the important role they play in embedding the GLC’s vision.

**Aims and Purpose**

The SENCo, under the direction of the Head of School, will:

* Determine the strategic development of special educational needs (SEND) Policy and provision in the Gateway Academy.
* Be responsible for day-to-day operation of the SEND Policy and coordination of specific provision to support individual students with SEN or a disability.
* Ensure that the SEND Team under your leadership is strategic, sets relentlessly high standards for staff and students, does everything possible to motivate students and work with them regarding positive attitudes to learning and embedding the Gateway Academy values within their everyday lives.
* Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
* Consistently deliver the highest standard of teaching in your own lessons [adhering to the agreed pedagogy] that maximises students’ progress and acting as an ambassador for Teaching and Learning at all times.
* Maintain up-to-date knowledge of national and local initiatives that may affect the Academy’s Policy and practice.
* Evaluate whether SEND funding is being used effectively and suggest changes to make use of funding more effectively.

Operation of the SEN Policy and coordination of provision

* 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. Pay particular attention to students who are ‘Double Disadvantaged’ (SEND & Disadvantaged).
* Advise on the use of the Academy’s budget and other resources to meet students’ needs effectively, including staff deployment.
* Be aware of the provision the Local Authority 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, especially the Local Authority.
* Analyse assessment data for students with SEN or a disability.
* Implement and lead intervention groups for students with SEND, and evaluate their effectiveness.

Support for students with SEN or a disability

* Identify a student’s SEND, paying particular attention to ‘double disadvantaged’ students.
* Coordinate provision that meets the student’s needs, and monitor its effectiveness. Being relentless in ensuring this provision is at least good.
* Ensure records are maintained and kept up to date.
* Review the Education, Health and Care Plan (EHCP) with parents or carers and the student.
* Communicate regularly with parents/carers.
* Promote the student’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
* Plan alongside Faculty/Department Leads to create an academic engaging curriculum which meets the needs of individual students, whilst maintaining high standards of education.

Leadership and Management

* Be acutely aware of your responsibility as a leader and the positive impact that your work can have on shaping the lives of our students.
* Develop an Academy ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate successes and accept responsibility for outcomes.
* Line managing key staff across the Academy to ensure they are effective in their roles.
* Challenge underperformance at all levels and ensure effective, corrective actions and follow ups are put in place when necessary.
* Ensure the full implementation of the policies across the Academy.
* Effectively prioritising workload.
* Promote British Values.
* Work with the Head of School and Governors to ensure the Academy 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 Development 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 Academy’s SEND Policy.
* Promote an ethos and culture that supports the Academy’s SEND Policy and promotes good outcomes for students with SEN or a disability.
* Lead staff appraisals and produce appraisal reports.
* Review staff performance on an ongoing basis

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow Academy Policies and the Staff Code of Conduct.

***The duties above are neither exclusive nor exhaustive and the post holder may be required by the Head of School to carry out appropriate duties within the context of the job, skills and grade.***

**Fulfil wider professional responsibilities**

* Make a positive contribution to the wider life and ethos of the Academy.
* Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
* Communicate effectively with parents/carers with regard to students’ achievements and well-being.

**Personal and professional conduct**

All staff are expected to demonstrate consistently high standards of personal and professional conduct.  Staff working in the Gateway Academy uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:

* Treating students with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a staff member’s professional position.
* Having regard for the need to safeguard students’ well-being, in accordance with statutory provisions.
* Showing tolerance of and respect for the rights of others.
* Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
* Ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law.

Staff must have proper and professional regard for the ethos, policies and practices of the Academy in which they work and maintain high standards in their own attendance and punctuality.

Staff must understand and always act within, the statutory frameworks which sets out their professional duties and responsibilities.

Other professional requirements and duties include:

* Setting a good standard of behaviour and being a good role model for children, supporting Academy Policies on Behaviour and Discipline and sharing responsibility for the behaviour of all children in the Academy.
* Establishing good relationships with parents/carers, creating trust and confidence, communicating with parents/carers about general Academy issues, curriculum matters and individual children’s progress.
* Developing and maintaining effective systems for communication with staff and the Head of School to ensure continuity of learning, consistency of approach and message.
* Informing the Head of School of any concerns of parents/carers in relation to work or other aspects of education at the earliest opportunity.
* Taking shared responsibility for the care and appearance of the Academy’s environment and to encourage all children to have a pride in their Academy.
* Being mutually supportive of other staff and the Head of School, to foster good working relationships and a happy working environment.
* Participating in any arrangements for the appraisal of your performance.
* Maintaining Academy confidentiality at all times.
* Ensuring you are aware of your common law duty in relation to the health, safety and welfare of the children in the Academy or when leading activities off the Academy’s site and that all such procedures are followed in line with the Academy’s Policies and Procedures.
* Knowing the legal responsibilities in relation to the Race Relations Act 1976, Sex Discrimination Act 1975, Children’s Act 1989, Child Protection procedures, appropriate physical contact and physical restraint of students and other relevant DFE circulars.

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**PERSON SPECIFICATION**

| **criteria** | **qualities** | **ESSENTIAL/ DESIRABLE** |
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| **Qualifications  and training** | * Qualified teacher status. * National Award for SEN Coordination. * Degree. | E  D  E |
| **Experience** | * Teaching experience. * Experience of working at a whole-school level. * Understanding and experience of what makes ‘quality first’ teaching, and of effective intervention strategies. * Experience of specific SEND needs including ASC and ADHD. * Involvement in self-evaluation and development planning. * Experience of conducting training/leading INSET. * Experience of line managing staff. * Experience of analysing data. | E  E  E  E  D  D  E  D |
| **Professional qualities** | * Excellent knowledge and understanding of the SEND Code of Practice and the Children’s and Families Act 2014. * Ability to plan, train, support, deliver and evaluate interventions to improve outcomes for all. * Knowledge of a range of interventions and evidence-based research to support progress of SEND learners. * Data analysis skills and the ability to use data to inform provision planning. * Effective communication and interpersonal skills with all stakeholders. * Ability to build effective working relationships. * Ability to influence and negotiate. * Actively commit to upholding high standards of behaviour in line with the school’s behaviour Policy and values. * Good record-keeping skills. | E  E  D  D  E  E  E  E  E |
| **Personal qualities** | * 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 SEND * Ability to work under pressure and prioritise effectively. * Commitment to maintaining confidentiality at all times. * Commitment to safeguarding and equality | E  E  E  E  E |