



Job title: SENCo

Salary: TLR2.1

Contract type: FTE Permanent

Reporting to: Head of School

Core Purpose

- The key task of the SENCO is to ensure the Special Educational Needs (SEND) provision is both efficiently and effectively managed. The range of responsibilities delegated to the SENCO with regard to provision and coordination is outlined below. It is expected that all legal and statutory requirements are met for students with SEND via the SENCO.
- Under the direction of the Head of School, the SENCO, with the support of the Senior Leadership Team, takes responsibility for the day-to-day operation of provision made by the school for pupils with SEND and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

Strategic direction and development of SEND provision

- Ensure effective systems of communication, including feedback about pupils' learning to inform future planning
- Monitoring the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring the systems are co-ordinated, evaluated and regularly reviewed
- Ensure the objectives of the SEND policy are reflected in the school improvement plan. Liaise with and co-ordinate the contribution of external agencies
- Up-to-date knowledge of National and local initiatives which may impact upon policy and practice

Teaching and Learning

- Influencing the whole Teaching and Learning Policy to promote aspects of inclusive teaching
- Leading INSET regularly and where appropriate this may include chairing and being part of working parties
- Providing opportunities for observation of colleagues / visits to other school in order to share good practice
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum
- Overseeing and monitoring the quality of support plans and maintain detailed information for subsequent meetings with parents

- Develop systems for colleagues to record and monitor progress made by pupils with SEND towards the achievement of targets set out in support plans
- Review support plans termly with parents, students and teachers, and agree and communicate new targets
- Supporting the Head of School in meeting statutory responsibilities for SEND EHCP and their Annual Review
- Lead the Annual Review meetings for EHCP students
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND
- Developing, implementing and leading intervention groups to support SEND pupils.
- Organise, monitor and evaluate the range of SEND teaching and intervention strategies employed throughout the school ensuring that resources are targeted correctly towards those pupils requiring additional support in literacy and numeracy
- Coaching and mentoring teachers to improve the quality of teaching for pupils with SEND.

Leadership and Management

- To promote an atmosphere of continuing professional development and to share good practice with colleagues
- To contribute to the schools' development plan
- To support the professional development of all staff, including newly qualified teachers, teacher trainees and learning support staff
- Encourage all staff to recognise and fulfil their statutory responsibilities
- Identify the training needs of staff and organise/coordinate INSET to be delivered by other professionals
- Disseminate procedural information such as recommendations of the code of practice or the school's own SEND policy
- Ensure the establishment of opportunities for SEND teaching assistants to review the needs, progress and targets of pupils with learning difficulties
- Provide regular information to the Head of School, SLT and Governing Body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision making and policy review.
- To provide leadership in promoting an ethos and culture within the school that supports the SEND policy
- To facilitate, within the whole school, behaviours that support and contribute towards the values of the school
- To develop strong links with governors, staff, outside professionals and other schools
- To assist the Head of School with the management and organisation of the school in relation to SEND, seeking to achieve the highest standards of pupil achievement and school efficiency.
- Support the vision, ethos and policies of the school and promote high levels of pupil achievement throughout the school. Actively support the Head of

School, Governors and staff in the promotion and achievement of the aims and objectives of the school.

- Support all staff in achieving the priorities and targets the school sets and monitor the progress towards meeting them.
- Support the Head of School in implementing new DfE or FLT directives; helping to ensure that staff are fully informed and supported in making the necessary changes to their practice.
- In partnership with the Head of School monitor the quality of teaching and children's achievements across the school, including the analysis of performance data
- Act as role model for others through the setting of high personal standards of classroom practice in order to develop a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement, behaviour and discipline.
- Be involved in the implementation of the Appraisal process for colleagues supporting SEND pupils.
- In partnership with the Head of School organise, monitor and evaluate the work of those members of the support team responsible for implementing intervention strategies.
- Assist the Head of School in maintaining and developing a positive and constructive partnership with parents and the local community.

Recording and Assessment

- Develop pro-formas for essential repetitive paperwork in order to create an administrative infrastructure as part of an effective communication system
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice
- Set targets for raising achievement among pupils with SEND
- Collect and interpret specialist assessment data
- Maintain systems for identifying, assessing and reviewing SEND
- Attend consultation evenings and keep parents informed about their child's progress

Efficient and Effective Development of Resources

- Provide advice to Head of School/SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND
- Organise and coordinate the work of colleagues to ensure appropriate deployment of SEND learning resources, including IT
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school

Safeguarding

- FLT is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.
- The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on, ethnicity, gender, transgender, age, disability, sexual orientation or religion.