



St George's Academy

“Aiming high to achieve excellence for all”

TITLE OF POST: Special Educational Needs and Disabilities Coordinator - SENCO

RESPONSIBLE TO: Senior Vice Principal

Responsibilities and Job Purpose

In addition to the job specification for teaching staff, the SENCO will:

- Take lead SENCO responsibility for the Sleaford or Ruskington campus, working closely with the other SENCO and Senior Leadership Team to ensure that a consistent and equitable SEND provision is maintained across the Academy at all times.
- Take a strategic role in the development of SEND policy and provision in the school.
- Work with the Senior Leadership Team to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensure that Academy practice is compliant with the SEND Code of Practice (2014) and other relevant statutory requirements (pending legislative updates following the 2022 Green Paper).
- Work with all colleagues to ensure an ethos of Inclusion within the Academy and a culture of high aspirations for students with SEND.
- Work with the Senior Leader for Teaching & Learning, to ensure all colleagues are well equipped to manage the needs of students with SEND within the classroom
- To take a lead role in championing the Academy's SEND students and in supporting students and their families both during the transition process and throughout their time with the school.
- Take responsibility for the day-to-day operation of provision made by the Academy for students with SEND.
- Ensure that the provision of SEND support is in accordance with the aims of the Academy and the curricular policies determined by the Governing Body and Principal of the Academy.
- Be responsible for maintaining the Academy's SEND Profile, ensuring that it is always up-to-date and is an accurate picture of student SEND need across the Academy.
- Be responsible for the accurate identification of SEND need across the Academy, ensuring a rigorous and thorough assessment process.
- Provide professional guidance and training in the area of SEND and Inclusion for all school staff.
- Be responsible for the Academy SEND Offer, ensuring high quality targeted interventions enabling students with SEND to make better progress.
- Have or be working towards the National Award in SEND coordination and will maintain an up-to-date knowledge of SEND with regard to legislation and legal guidance and follow SEND Code of Practice.
- In consultation with the Academy Senior Leadership Team, provide a programme of professional development with regard to SEND that ensures all staff have the knowledge, skills and understanding to plan teaching and learning effectively and enable students with SEND to make expected progress.
- Be responsible for tracking the progress of students with SEND, using a wide range of Academy data relating to progress, attainment, referrals, exclusions, detentions and attendance to identify barriers to learning.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Monitor and supervise LSA support throughout the school and coordinate their appraisal process.
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Ensure ISPs, reviews and other necessary paperwork are completed.
- Organise reviews and multi-agency meetings as necessary.
- Maintain good discipline among the students and work with the Pastoral team regarding behaviour management policies and procedures.
- Participate in meetings with staff, students, parents and outside agencies as necessary.

Key Responsibilities

- To work with Heads of Department to ensure that strategies on Student SEN Profiles are being used as part of the lesson planning process and are integral to teaching and learning across the Academy.
- To work with Heads of Department to monitor, evaluate and review the quality of teaching and learning across the Academy, with regard to SEND students
- To work with teachers and Heads of Department to ensure that Quality First Teaching is embedded in teaching and learning.
- To work with Heads of Department to monitor the academic progress of students with SEND within the Academy, ensuring expected progress and the provision of targeted interventions as appropriate.
- To work with Heads of Department to ensure efficient and effective use of Teaching Assistant support.
- To ensure that the SEND Development plan has clear aims and objectives, enabling progression within all areas of SEND Policy and provision.
- To be responsible for ensuring that the Assess, Plan, Do, Review Model is integral to monitoring evaluation and review of SEND provision and that it forms an essential part of whole Academy monitoring, evaluation and review (MER). This includes half-termly progress reviews, observations.
- To be responsible for the development of effective provision mapping, tracking the impact of specific interventions to ensure that students with SEND make better progress.
- To be responsible for the day-to-day management, control and operation of SEND provision within the Academy, including effective deployment of staff and physical resources.
- To be responsible for the identification, assessment and completion of Access Arrangements for internal and external examinations. This includes organizing training for readers and scribes, monitoring their practice.
- To be responsible for ensuring that the Annual Review process for students with EHCPs is in place and that reports accurately reflect progress within the Academy
- To be responsible for ensuring that LEA consultations for students with EHCPs are responded to in line with the SEND Code of Practice and within given time constraints
- To ensure that Health and Safety policies and practices, including risk assessments, throughout the area are in-line with national requirements and are updated where necessary, therefore liaising with the Academy's Health and Safety Manager

Teaching

- Planning and preparing the courses and lessons assigned to you.
- Teaching, according to their educational needs, the students assigned to you, including the setting and marking of work to be carried out by the student in the Academy and elsewhere.
- Assessing, recording and reporting on the development, progress and attainment of students; in each case having regard to the curriculum for the Academy.

Other activities

- Promoting the general progress and well-being of individual students and of any class or group of students assigned to you.
- Providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
- Making records of and reports on the personal and social needs of students.
- Communicating and co-operating with persons or bodies outside the Academy.
- Participating in meetings arranged for any of the purposes described above.

Assessments and Reports

Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students.

Performance Management

Participating in arrangements made in accordance with Appraisal guidelines.

Review: Further training and development

- Reviewing from time to time methods of teaching and programmes of work.
- Participating in arrangements for further training and professional development as a teacher.

Educational Methods

Advising and co-operating with the Principal and other tutors (or any one or more of them) on the preparation and development of courses of study; teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

Discipline, Health and Safety

Maintaining good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the Academy premises and when they are engaged in authorised Academy activities elsewhere.

Staff Meetings

- Participating in meetings at the Academy which relate to the curriculum for the Academy or the administration or organisation of the Academy, including pastoral arrangements.
- Co-operating with other teachers.
- Taking such part as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.
- To keep fully up to date of developments in the teaching of your subjects and to advise the Principal accordingly.
- Seeking to raise the subject's profile within the Academy.
- Participating in other Directed Time activities as appropriate.
- Other activities or responsibilities to be agreed with the Principal.

Professional Standards and Development

- To be a role model to pupils through personal presentation and professional conduct.

- To arrive in class, on or before the start of the lesson and to begin and end lessons on time.
- To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health and Safety and that of any other persons who may be affected by their acts or omissions at work.
- To be familiar with the Academy and Department handbooks and support all the Academy's policies, eg those on Health and Safety, Citizenship, Literacy, Numeracy, ICT and Safeguarding.
- To establish effective working relationships with professional colleagues and associate staff.
- To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- To liaise effectively with parents/carers and with other agencies with responsibility for pupils' education and pastoral team.
- To undertake any reasonable task as directed by the Head of Department.
- To be aware of the role of the Governing Body of the Academy and to support it in performing its duties.
- To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
- To consider the needs of all pupils within lessons (and to implement specialist advice) especially those who:
 - have SEN
 - are gifted and talented
 - are not yet fluent in English

General

In addition to the duties outlined above, all Academy staff should:

- Take responsibility for the Safety and Welfare of all students, raising any concerns following the academy protocols and procedures.
- Work proactively and effectively in partnership with all stakeholders.
- Comply with Health and Safety and all legal requirements.
- Treat students with dignity and build relationships rooted in mutual respect and at all times observing proper boundaries appropriate to the professional position.
- Be responsible for their personal continued professional development, taking opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take an active role in promoting good behaviour in and around the academy.
- Be a positive role model and demonstrate consistently and effectively the positive attitudes, values and behaviour which are expected of students.
- Liaise effectively with staff, students, parents and governors.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Make a positive contribution to the wider life and ethos of the academy.
- Ensure compliance with data protection laws and safeguarding procedures. Keep confidential any issues related to St George's Academy which are deemed confidential.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision.
- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- Support equal opportunities and promote anti-discriminatory practice.
- Participate in appropriate meetings.

- Regularly review the impact of their work and where applicable its impact on students' progress, attainment and well-being, refining approaches where necessary and responding to advice and feedback from colleagues.
- Proactively participate with arrangements made in accordance with the Appraisal Policy.
- Have professional regard for the practice, ethos and policies of the academy and maintain high standards in your own attendance and punctuality.
- Carry out all relevant tasks required by the Principal or line manager.

It is important to recognise that any job description outlines only the minimum expectations of the post-holder and should not constrain any colleague wishing to take on additional responsibilities and activities that could positively affect their own, their team's or the school's development and improvement. All members of staff must be prepared to work flexibly, undertaking aspects of colleagues' work of a similar or lower level of complexity, in order to ensure:

- Cover of the school's needs throughout the day
- Appropriate cover for colleagues when absent for any reason

All Academy staff have a responsibility to safeguard and promote the welfare of children and young people within the Academy. This includes helping to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy

All Academy Staff are expected to make themselves familiar of the Academy Policies and Procedures and to operate within these at all times. These can all be found on the Academy X Drive.

This job description may be amended from time to time in discussion with the post holder.

Job Description Agreement

Employee Name:	
Job Title:	
I declare that I have read and understood the Job Description for the role and have sought clarification of any points where required	
Signature:	
Date:	

Person Specification		
Qualifications	Essential	Desirable
Qualified teacher status in the UK	✓	
Evidence of Continuing Professional Development relevant to the SENCO role or willingness to undertake this training	✓	
National Award in SEND coordination		✓
Professional knowledge, skills and understanding		
Knowledge and understanding of national priorities, current curriculum development and an ability to design and implement an innovate curriculum based on students' needs	✓	
A thorough understanding of quality assurance techniques	✓	
An appreciation of student motivation	✓	
An understanding of how professional development contributes to the raising of quality	✓	
Vision to develop SENCO role within a high achieving Academy	✓	
Professional Expertise		
SEN experience in a primary or secondary school	✓	
Evidence of successful teaching experience	✓	
Evidence of pastoral experience	✓	
Experience of working with key stakeholders such as parents, governors, employers etc	✓	
Experience working as a SENCO	✓	
Personal Qualities		
High quality communication skills with the ability to develop positive relationships with students, parents and peers	✓	
A flexible and adaptable approach	✓	
An innovator with the desire to continue to learn and develop within the professional role	✓	
Resilience and the determination to be successful within this role and ambitious for the Academy and its students	✓	
Other Professional Requirements		
A willingness to initiate and participate in both cross-curricular and extra-curricular activities.	✓	
The ability to work with parents, external agencies and the wider community	✓	
The ability to make sound judgments based on objective criteria	✓	
Leads by example, setting high standards of punctuality, dress and conduct	✓	
The ability to effectively use ICT as a management and communication tool	✓	
Desire and aptitude to develop professionally	✓	
Equality of Opportunity		
The ability to ensure that there is equality of access to educational attainment and that all aspects of equal opportunities are adhered to	✓	
Safeguarding and Welfare of Students		
Committed to safeguarding and promoting the welfare of children and young people	✓	