

SENCO

Harris Primary Academy Beckenham

MPS (Outer London) + £1,500 Harris Allowance + SEN Allowance
+ Performance and Loyalty Bonus + Harris Wellbeing Cash Plan
+ Pension Scheme (TPS) + Additional Harris Benefits

For a confidential discussion about this post with the Principal, more information or to arrange a visit, please contact the school on 0203 772 4578 or info@harrisprimarybeckenham.org.uk

Job Purpose

- To play a key role within the Academy to ensure that all pupils with additional needs make accelerated progress in their learning and achieve to the very best of their ability.
- To directly contribute to pupils' accelerated progress through high quality sustained teaching of intervention support based upon a detailed knowledge of their specific needs.
- To have high expectations, lead by example, promoting the federation/academy vision, values and aims.
- To be a member of the School Leadership Team (SLT) and contribute to the strategic development and direction of the academy in line with the Academy Improvement Plan.
- To provide leadership and direction in supporting meeting the needs of children with SEND.
- To take a lead role in monitoring and school self-evaluation regarding children with SEND.
- To provide guidance and support to the support staff to achieve and maintain a good quality of provision for pupils with SEND.
- To analyse assessment data from a variety of sources to inform future whole school planning and resourcing.
- To assist the SLT in undertaking delegated professional duties.

Main Areas of Responsibility

Strategic Direction and Development

- To support and assist the Head of Academy:
- To update the SEN register regularly.
- Listen to colleagues with concerns about pupils.
- Advising colleagues about their concerns and ensuring that these are documented and acted upon.
- Monitoring any screening or baseline assessments in order to pick up children who are falling behind.
- Helping class teachers to write Support plans and to organise manageable recording systems.
- Coordinating provision according to the Code of Practice by calling meetings as necessary and ensuring that all involved parties (class teachers, parents/carers, outside agencies, SEN TA's and the pupil if possible) contribute, if they can to the IEP and reviews.
- Finding ways of informing parents about the targets and arrangements according to the Code of Practice and maintaining some means of communication if parents are willing and able to support the targets.
- Meeting parents who have concerns about their children. Such meetings usually result in some action.
- Monitoring record keeping in line with the Code of Practice.
- Timetabling additional needs support workers and advising on techniques and materials to assist them.

- When a child obtains an EHCP, conducting a post planning meeting and helping to form annual objectives and short-term targets.
- Carrying out annual and interim reviews of children with EHCPs.
- Run and monitor Pastoral Support Programmes.
- Make arrangements to support children with SEND in SATS tests, for example providing reading in Mathematics SATS.
- To ensure that the vision and strategic direction of education focus on a holistic approach to learning which is broader than examination results and targets and recognises the Academy's role in developing responsible citizens and an effective workforce.
- To promote and support the ethos, vision and aims of the Academy.
- With the clear strategic direction for the Academy which achieves the highest quality educational provision and high standards.
- To have high expectations and lead by example.
- To maintain a secure, caring, welcoming, happy, stimulating and challenging learning environment.
- To keep under review the work and organisation of the school and monitor and evaluate the effectiveness of the curriculum in light of pupils with additional needs.
- In the consultation with staff and governors to support the development and implementation of a school improvement plan, taking due note of SEF evaluation.
- To ensure implementation of key statutory policies, including equal opportunities, anti-racism and additional educational needs to promote an understanding of multi-culturalism.
- To ensure that guidance and support is provided to all students.
- To ensure that the current educational initiatives are incorporated effectively within the whole-school drive for improvement.
- To ensure attendance at and participation in meetings relative to the curricular, administrative, organisational, pastoral and managerial arrangements for the school.
- To provide guidance and support to staff for planning high quality learning for all pupils with SEND.
- Ensure that EAL provision is inclusive, appropriate to individual learners and has impact on learners.
- To support colleagues to create a stimulating and language rich learning environment for the teaching and learners.

Curriculum, Teaching and learning

- To support and assist the Head of Academy:
- To support the educational development of the school and ensure that each student's educational programme meets their individual needs
- To monitor and evaluate the standards of teaching and learning and pupil progress across the school (including data analysis)
- To plan for the emotional, social and personal development of pupils to compliment academic development
- To implement strategies which ensure high standards of behaviour.

Staffing

- To support and assist the Head of Academy:

- To manage and motivate all staff to ensure the educational programme is delivered effectively
- To provide opportunities for continuing professional development for all staff
- To support the leadership team individually and collectively
- To ensure the operation of an effective performance management system for staff where appropriate.

Liaison

- To support and assist the Head of Academy:
- To work closely with the governing body to ensure the school operates effectively and efficiently leading to high standards across the school
- To develop positive relationships with parents, the local authority and the local community
- to work effectively with other professionals to ensure the best possible skills and resources are available for all students in order to maximise their potential
- Attend team and staff meetings.
- Develop links with governors, Local Authorities and neighbouring schools.

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. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification

| Attributes | Description | Desirable |
|---------------------------------------|---|---|
| Qualifications | Qualified Teacher Status National Award for SEN Coordination Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc. with clear impact indicators Commitment to continuing professional development as necessary to develop role | Evidence of developing leadership skills e.g., LftM, Leadership Pathways, NPQH |
| Experience | Experience of successful leadership and management within a school Proven track record of achieving outstanding pupil progress for teams of children Ability to contribute to professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school Experience of using data and data analysis to drive up standards Clear knowledge and experience in all issues relating to the safeguarding of children | Experience of using coaching and/or mentoring to improve the performance of others Knowledge of relevant legislation, education issues and services Experience of teaching children across all phases of the school Experience of working with the Governing Body Experience of inter-agency work |
| Education & Qualifications | Excellent written and oral communication skills Excellent presentation and inter-personal skills Excellent time and task management skills Ability to work under pressure and to deadlines | |

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

- 1) Equal Opportunities
- 2) Health and Safety
- 3) General Data Protection Regulations (2018) and Data Protection Act (2018)
- 4) Safeguarding children

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Thank you for your interest in our school. We look forward to receiving your application.

*If you think a career with us is right for you, discover more at:
www.harriscareers.org.uk*