

Position: Trust SENCo
Salary Scale: Leadership 3-7 determined by experience
Contract type: Full time
Line Manager: Director of Education
Issued: August 2022

Job Purpose:

To assist in the promotion, direction and oversight of high standards of teaching and learning, student achievement and progression through effective inclusion for students with special educational needs, Gifted and Talented students, and students receiving counselling support. Ensuring inclusive practice is developed and incorporated through all aspects of the school/s where you are based and adhering to the Government guidance and requirements of Inclusive Education.

Key duties

- Manage Inclusion, ASD Provision and SEND across the school/s where you are deployed
- Implementing an Inclusion ethos on a whole school level with support from SLT
- Manage the professional development of staff in pedagogical best practice, in conjunction with the SLT
- Work with the DSL and be an integral part of the Safeguarding Team
- Manage the identification and intervention support of SEND pupils
- Support the fulfilment of the school development plan as referenced in SIP, and take responsibility for those tasks allocated in that plan
- Manage the Provision team of Specialist TAs
- Support the development of Inclusive values in compliance with the SEN Offer
- To ensure progress of SEND pupils against individual educational targets

It is expected that all legal and statutory requirements are met for pupils with learning support needs.

Core Purpose of the Post:

The role, with the support of the school Senior Leadership Team and the Local Governing Body takes responsibility for the day-to-day operation of provision made by the school for students with learning support needs whilst providing professional guidance in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all pupils.

Main Responsibilities

- Strategic direction and development of learning support
- Maintain high Standards of teaching and learning throughout the school, in particular reference to SEND pupils
- Leading and managing staff in best practice, and fulfilling the development plan of the school
- Efficient and effective deployment of staff and resources
- Monitoring and managing provision maps
- Maintain SEND register accordingly to Ofsted requirements
- Understand the changes to regulatory guidance and communicate to all stakeholders
- Establish correct streams of finance for SEND and High Needs students and liaise as appropriate with the Trust Finance Team
- Complete statutory assessment forms as appropriate and when required
- Attend appropriate meetings with external professionals and local authority representative

Strategic direction of Learning Support

- Ensure effective systems of communication, including feedback about pupil's learning to inform parents/carers and future planning

- Monitor the quality of learning support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed
- Ensure that the objectives of learning support policy are reflected in the School Improvement Plan
- Liaises with and coordinates the contribution of external agencies
- Up-to-date knowledge of National and local initiatives which may impact upon policy and practice
- Interview and appoint appropriate SEND TAs

Teaching and learning

- Influence the Teaching and Learning Policy to promote aspects of inclusive teaching
- Lead INSET and Staff CPD regularly and where appropriate
- Provide opportunities for observation of colleagues/visits to other schools in order to share best practice
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice
- Work with pupils, subject leaders, class teachers with responsibilities to ensure realistic expectations of behaviour and achievement are set for pupils with learning support needs
- Oversee and monitor the quality of IEPs and IPPs and maintain detailed information for meetings with parents
- Develop systems for colleagues to monitor and record progress made by pupils with learning support needs towards the achievement of targets set in IPPs
- Review EHCPs, IEPs and IPPs termly with parents, students and teachers. Agree and communicate new targets and make sure
- Support the Principal and wider Senior Leadership Team in meeting statutory responsibilities for SEND statements and their Annual Reviews
- Lead the Annual Review meetings for SEND students

Leading and managing staff

- Lead and manage all staff within the Inclusion Department
- Identify areas of staff professional development
- Monitor progress made in implementing improvement plans
- Complete performance management for all SEND Teaching Assistant colleagues on a bi-yearly basis
- Encourage and coach all staff to recognise and fulfil their statutory responsibilities
- Develop forms for essential repetitive paperwork, in order to create an administrative infrastructure as part of an effective communications system, monitor, evaluate and review all systems
- Identify the training needs of staff and organise/coordinate INSET to be delivered by other professionals
- Provide regular information to the Principal, Local Governing Body on the evaluation of the effectiveness of provision for pupils with learning needs, to inform decision-making and policy review
- Work collaboratively across the Trust to ensure that SEN and inclusion is delivered in line with the SEN Code, and best practice

Efficient and effective deployment of staff and resources

- Report on funding and HR allocation to Principal
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within the school and Trust, and externally to the school

Other responsibilities

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 successful candidate will carry out. The successful candidate may be required to do other duties appropriate to the level of the role, as directed by the Academy Principal or Trust Leadership Team.

Date:

Signed: Successful candidate

Person specification

Criteria	Essential	Desirable
Education/Qualifications: Good Honours degree or equivalent Qualified teacher status Recent CPD to evidence middle management / leadership training SENCo qualification or evidence of studying towards the final qualification	✓ ✓ ✓ ✓	
Professional knowledge, skills and competences: Excellent communication, ICT and presentation skills, both written and oral A motivator and leader, inspiring confidence in staff and students that they can succeed and achieve their personal best Outstanding classroom practitioner, personal tutor and leaders Understanding the needs of teachers and students and how to remove barriers to learning. Furthermore, being proactive and taken timely action when following-up interventions An ability to actively engage with students, parents, staff and Local Governors and the local community, in the life of the school and beyond Sensitive and skilled leader and manager of people Ability to offer high support and high challenge to both staff and students Evidence of successful leadership of an aspect of curriculum and pastoral related strategy and work Confident user of new technology as a management tool	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	
Experience: A proven track record of supporting children with SEND Experience of working with internal and external stakeholders in relation to statutory requirements with SEND pupils Effectively leading and managing change, taking appropriate action Experience in relation to all educational data Appropriate engagement in action research Evidence of commitment to promoting the health, welfare and safeguarding of children in line with the latest DfE KCSIE document Evidence of planning, coordinating and monitoring student interventions during term time Successful track record of business links/third party organisations Ability to use and analyse assessment data systems to raise standards Evidence of delivering whole school INSET Evidence of presenting at Governors as appropriate	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓
Philosophy and commitment: An understanding of and commitment to comprehensive values and the inclusion agenda A belief that everyone can benefit from and has an entitlement to high quality educational opportunities A personal commitment to lifelong learning and continuous professional development	✓ ✓ ✓	

Commitment to high standards, best value and continuous improvement	✓	
A “can-do” approach and positive attitude to innovation and change	✓	
Personal qualities:		
Attention to detail	✓	
Proven leadership qualities and excellent team player	✓	
Good interpersonal and motivational skills	✓	
Enthusiasm	✓	
Initiative and self-motivation	✓	
Flexibility, creativity and the ability to think laterally	✓	
Stamina and a capacity for hard work	✓	
Excellent time management skills	✓	
Evidence of being self-reflective and self-critical	✓	
High expectations of academic attainment, achievement and behaviour	✓	
An ability to influence other side, inspire, motivate and innovate within the vision, values and ethos of the school	✓	
An ability to remain calm and perform well when working under pressure	✓	
Show resilience at all times	✓	