



<b>Job Title:</b>	SENCO
<b>Key Purpose:</b>	To provide strategic leadership and management of whole school SEN provision, including curriculum development, alternative programmes and high quality teaching; and in so doing contribute to the achievement of outstanding standards for pupils with a recognised Special Educational Need as defined in the SEN Code of Practice
<b>Grade:</b>	L5-L9 (including SEN allowance) £46,566 - £51,402
<b>Reports to:</b>	Deputy Headteacher

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#### **Responsibilities:**

*Responsibilities include teaching and are in accordance with the School Teachers' Pay and Conditions Document.*

This post has significant leadership and line-management responsibilities and the post holder will be required to:

- Lead, deploy and develop professionally the SEN support team and promote actively good practice to all staff to support their work with pupils with SEN.
- Lead and co-ordinate annual reviews for students with Education, Health and Care Plans and attend relevant reviews/meetings.
- Ensure that effective SEN support plans are prepared for relevant pupils and advise all staff on how to help pupils meet the targets set.
- Undertake rigorous internal review processes across all aspects of provision for pupils with special educational needs, including supporting all PGAP (Pupil Group Action Planning) reviews.
- Present a justified annual financial bid, if appropriate; manage and monitor correct expenditure of allocated funds.
- Oversee the work of the SEN team, making best use of their skills, expertise and time; ensure appropriate professional development for team members.
- Ensure that each Teaching/Learning Support Assistant has an annual appraisal, supported by at least two separate 30 minute periods of in-class observation.
- Take initial responsibility for the pastoral care, welfare and safety of staff in the department, including visitors from outside agencies.
- Ensure that the alternative programmes of study ('B04 classes') are well resourced and follow a coherently planned, balanced and appropriate curriculum; develop and administer accredited courses, as appropriate e.g. L1 Functional Skills.

- Be responsible for coordinating provision and monitoring of support for all pupils with SEN for all exam cycles.
- Be responsible for liaising with outside agencies and providing evidence for exam concessions.
- Meet regularly with line manager to review progress on improvement plan and towards agreed pupil progress targets.
- Meet regularly with Heads of Achievement and Pastoral Managers to review and implement pupils' assessment and provision needs.
- Work closely with Exams Officer to ensure eligible pupils are tested for concessions and appropriate access arrangements put in place.
- Administer PASS Survey (or equivalent) on pupil attitudes annually.
- Take a leading role in safeguarding the welfare of children, liaising with the Designated Lead(s) for safeguarding, as appropriate.
- Provide a safe, calm and well-ordered environment for learning, with the effective use of display to support learning and sensory needs.

## **1. Leading, developing and enhancing the teaching practice of others**

- Maintain personal expertise relating to SEN through research and by attending meetings and reviewing guidance from the Trust, Local Authority, DfE and other expert bodies offering information and advice.
- Achieve the National Award for Special Educational Needs Coordination within three years of commencing post (if not held already).
- Act as a role model of good practice for TAs, LSAs and other teachers, modelling effective teaching strategies and use of resources e.g. on INSET days.
- Through direct lesson observations, monitor and evaluate the effectiveness of teaching, impact of support and application of SEN Policy.
- Plan and implement strategies to improve the effectiveness of SEN teaching and LSA support in liaison with external SEN inspectors/experts when appropriate.
- Recruit, induct and deploy TAs/LSAs to fully meet the needs of pupils with EHCPs and maximise impact of support for other pupils with SEN.
- Work with the Deputy Headteacher and key English and Maths staff to provide a programme of additional opportunities for identified groups of pupils to boost their literacy and numeracy skills.
- Develop and demonstrate good practice in the use of ICT to enhance the learning of pupils with SEN, introducing subject leaders and teachers to useful packages and successful strategies.

## **2. Impact on educational progress beyond assigned pupils**

- Devise, implement and evaluate effectual systems for identifying, assessing and reviewing pupils with SEN.
- Oversee the systematic review of progress towards targets and the communication of new/revised targets to teaching and support staff.
- Ensure that individual programmes and exceptional provision is made for pupils with EHCPs and those pupils who have SEN support plans.
- Work with the Subject Leader – English - to assess and monitor the progress in English for all pupils, offering advice and support with reading, literacy, handwriting, oracy and differentiation as required.

- Maintain effective links with feeder primary schools in Y5 and Y6 to ensure smooth transition to Y7 for SEN pupils, including running the 'No Fears' (or equivalent) sessions and supporting 'summer schools' programmes.
- Develop effective links with external agencies in conjunction to secure effective intervention for vulnerable pupils.
- Arrange twice-yearly review meetings for parents of pupils who have SEN support plans.

### **3. Accountability for leading, developing and managing a subject or curriculum area**

- Provide the Headteacher with relevant pupil performance information to include annually:
  - ⇒ Department improvement plan, including department actions in response to published school improvement priorities
  - ⇒ Department self-review paperwork
  - ⇒ Detailed analysis of KS3 and KS4 achievement of pupils with SEN support plans and EHCPs
  - ⇒ Annual reviews of pupils with EHCPs
  - ⇒ Updated sections of curriculum area handbook and other school documentation as required
- Evaluate the impact of all improvement activities on the quality of provision for pupils with SEN.
- Advise SLT and Governors on revisions to the SEN Policy and aspects of whole school inclusion procedures, including accessibility.
- Work with the SEN Link Governor to keep the Governing Body informed about the work of the team and issues relating to provision and resourcing.
- Lead departmental meetings according to published calendar with agenda issued one week ahead and minutes circulated within one week.
- Represent SEN at relevant meetings, working closely with Heads of Achievement to monitor and support pupils with SEN.
- Chair SEN focused meetings/training, as appropriate.

### **4. Additional Responsibilities**

- To fulfil the duties of a classroom teacher proportionate to this role; to be a highly effective teacher able to engage pupils with SEN, including those who may present with some challenging behaviours.
- To contribute to the ethos of the school by promoting care and courtesy in the community and enforcing actively the codes of behaviour and uniform at all times, both inside and outside the classroom.
- To contribute to general supervisory duties in accordance with school policy.
- To be responsible for promoting and safeguarding the welfare of children and young persons for whom the post-holder is responsible, or with whom s/he comes into contact, in order to adhere to and ensure compliance with the relevant Trust/school Safeguarding Child Protection Policy and Procedures at all times. If, in the course of carrying out the duties of the role, the job holder identifies any instance in which a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the school's Designated

Safeguarding Lead so that a referral can be made accordingly to the relevant third party services

- To take part in the Appraisal process in accordance with national, Trust and school policies.
- To contribute to the period 6 programme and other extra-curricular activities.
- To attend CPD as required.
- To comply with The De Curci Trust Code of Conduct and Trust/Springfield School policies.
- To comply with the requirements of the National Standards for Teachers.
- To fulfil any other reasonable duties as requested by the Headteacher.

## PERSON SPECIFICATION

<b>EXPERIENCE AND QUALIFICATIONS</b>	<b>Desirable</b>	<b>Essential</b>
An outstanding and reflective teaching practitioner with Qualified Teacher Status		*
Relevant SENCO qualifications and/or higher level education/research on SEN	*	
Experience of working in an inclusive environment and with children with SEN		*
National Award for Special Educational Needs <i>or the commitment to achieve the Award</i>		*
Substantial experience of teaching and leading, including developing areas of work relating to SEN		*
Evidence of further professional development which demonstrates an understanding of the current issues impacting on SEN provision and the role of compliance	*	
Experience of writing professional documents for a range of audiences		*
Experience of adapting/developing accreditation/curriculum routes for children with SEN		*
<b>KNOWLEDGE AND SKILLS</b>	<b>Desirable</b>	<b>Essential</b>
An understanding of the significance of interpersonal relationships in managing the impact of change on individuals and of the importance of professional development for all staff		*
An understanding of adverse childhood experiences and the role of trauma-informed practice	*	
Possess decision making skills and the ability to think outside the box and offer creative and innovative solutions to complex problems		*
Thorough knowledge of the SEN Code of Practice, maintaining a SEND register and person-centered planning		*
Effective action planning, self-evaluation, assessment and record keeping		*
Ability to recognise the contribution of others and motivate others to work beyond expected levels		*
Higher level knowledge and understanding of safeguarding and child protection policies and procedures		*
Ability to develop the purposeful use of ICT in this area in order to improve learning and support assessment		*
Ability to identify, research and adopt the most effective teaching approaches for students with SEND		*
Thorough understanding of SEND, differentiation and methods of recording and assessment		*
Demonstrate the ability to advocate for SEND students and their families		*
Possess the knowledge, confidence and skills needed to effectively advise and support colleagues in order to move the school forward at pace		*
Secure excellent teaching through and analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design		*

<b>PERSONAL QUALITIES AND ATTRIBUTES</b>	<b>Desirable</b>	<b>Essential</b>
Strong moral purpose and commitment to the principles of inclusive education		*
Be committed to continuing professional development through wider reading, research and membership of professional organisations		*
Possess an awareness of the importance of emotional intelligence in managing oneself and others and an ability to maintain professional integrity		*
Demonstrate an enjoyment and resilience for working in new and changing situations, steering the vision through from beginning to end		*
Demonstrate a commitment to modelling Springfield School's values and to being a team player		*
Demonstrate optimistic personal behaviour, positive relationships and attitudes towards all stakeholders		*
Leading by example - with integrity, creativity, resilience and clarity - drawing on own expertise, and that of others		*
Demanding ambitious standards for all students, overcoming disadvantage and advancing equality		*
Self-motivated and conscientious – with an attention to detail		*