SENCO
JOB DESCRIPTION

THIS **J**OB **D**ESCRIPTION SHOULD BE READ IN CONJUNCTION WITH THE **T**EACHER **S**TANDARDS

Role Purpose:

A SENCO provides leadership and management for the provision of pupils with SEND, promoting and implementing the school's SEND and Inclusion Policy in accordance with the SEND Code of Practice. While the Head Teacher carries overall responsibility for school improvement, the SENCO has responsibility for providing professional guidance to support teachers in securing high standards of teaching and learning, as well as playing a major role in the development of academy and SEND policy and practice. Throughout their work, the SENCO ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils (in particular those with SEND) and raise standards of achievement in school.

Key Accountabilities:

Reporting to the Headteacher, this post holder will be accountable for

- Strategic direction and development of the SEND
- Teaching and learning for SEND
- Leading and managing staff
- Effective communication with parents and other stakeholders
- Efficient and effective deployment of staff and resources

STRATEGIC POLICY AND PLANNING

Within the context of the academy's aims and policies, the SENCO supports the development and implementation of subject policies, plans, targets and practices.

- Establish a clear and ambitious vision for SEND and Pastoral provision, to draw up the Inclusion/SEND Development Plan consistent with the Academy Improvement Plan.
- Ensure whole-school SEND policies translate into effective inclusive practice and are fully aligned with the SEND Code of Practice.
- Represent the academy at relevant meetings inside and outside of the setting, and feedback policy and practice.
- Line manage support staff and develop appropriate professional development plans for each.
- Convene regular support staff meetings with agendas and minutes circulated to team members.
- Promote Pastoral and Nurture support/SEND within school and provide information and guidance as appropriate.
- Promote high standards in inclusive SEND and Nurture provision and support, leading by example.
- Keep abreast of current educational thinking and SEND/Inclusion/Pastoral developments.

- Promote a positive image of the academy in the community.
- Meet with the Leadership Team to review the progress and needs of pupils with SEND and Pastoral nurture needs.
- Contribute to the development of the Academy Improvement Plan and attend relevant Leadership Team Meetings.
- Ensure that the academy meets its statutory duties for pupils with SEND.

TEACHING AND LEARNING

T*he SENCO secures and sustains effective inclusive SEND teaching, evaluates the quality of teaching and standards of pupils' achievements and set targets for improvement.*

- Oversee and monitor the quality and the delivery of the curriculum in relation to SEND and Mental Health requirements, evaluate its success and set targets for improvement.
- Ensure consistency of practice across SEND, Pastoral and Mental Health provision, with regard to lesson planning, the standard of teaching etc.
- Work closely with the SLT in ensuring effective use of e-learning/SEND specific technology.
- Have high expectations of all pupils.
- Monitor and track student performance and progress, seeing that assessment data is recorded and used, and that targets are set.
- Support teachers in implementing a graduated response of support strategies for pupils.
- Monitor and evaluate the quality of teaching and learning, and implement robust quality assurance that evidences best practice and brings about improvement.
- Encourage and develop extra-curricular and enrichment provision where relevant to pupils with SEND and Pastoral nurture needs.
- Be able to deliver and model high quality teaching and to be able to use expertise in this area to advise and mentor colleagues. Teaching commitment for whole classes or groups will be up to 50% of the timetable.

LEADING AND MANAGING STAFF

The SENCO provides all those with involvement in the teaching or support of pupils with SEND, the support, challenge, information and development necessary to sustain and secure improvement.

- Monitor staff performance, supporting, challenging and setting targets.
- Advise the Head Teacher on appointment of staff within the area of SEND/Pastoral nurture support, drawing up job specifications and sitting on interview panels as appropriate.
- Oversee the induction of new staff.
- Oversee and monitor the professional development of colleagues through undertaking Line Management responsibilities.
- Set a professional example in terms of teaching, attendance, energy and effectiveness.
- Oversee and support the deployment of support assistants so they effectively raise the quality of learning and achievement.
- Deploy, monitor and ensure the performance of any external professional or other support.
- Operate effectively as a member of the academy's Senior Leadership Team (SLT).

PARENTS/OTHER COMMUNICATION

- Liaise with parents as appropriate with regard to pupils' progress, behaviour, attendance, safeguarding or other concerns.
- Liaise with teachers, Phase Leaders, other members of SLT as required.
- Liaise with other schools, outside agencies, industry and other professionals as necessary.
- Lead/attend meetings to inform parents of new developments.

RESOURCES MANAGEMENT

- Identify, order and distribute appropriate resources and ensure they are used efficiently, effectively and safely.
- Manage any delegated budget and maintain up-to-date accounts in accordance with academy procedures.
- Oversee stock control, storage and filing systems and regularly update inventories.
- Help create a safe, stimulating and attractive environment for teaching and learning.

SENCO SPECIFIC RESPONSIBILITIES

- Day to day leadership and implementation of the school's special education needs and disability (SEND) and Inclusion Policy.
- Overall responsibility for the SEND Register and monitoring of the record keeping of pupils with SEND.
- Be responsible for maintaining and keeping up to date information on SEND pupils within the SIMs management system & CPOMs
- Chair review meetings of pupils with SEND, including annual reviews and EHCP related meetings.
- Lead and have responsibility for the preparation of exam arrangements for pupils with SEND in key year groups.
- Liaise with external agencies including educational psychologists, the school nurse and other support agencies, medical and social services.
- Prepare requests for EHC needs assessments and implement provision named in pupils' EHCPs
- Responsibility for ensuring preparation and implementation of individual pupil support plans, including reviewing, updating and ensuring effective use by all staff
- Collect and interpret specialist assessment data
- Monitor teaching and learning activities to meet the needs of pupils with SEND
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND
- Lead, advise and support staff on suitable materials and modifications for students with SEND
- Lead aspects of whole school CPD to ensure teaching colleagues have the knowledge and skills to meet pupils' additional and SEND needs through high quality differentiation, inspirational teaching strategies and directed and timely support

CULTURE:

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity
- During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. It is a matter for individual schools and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities
- Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

Other areas of responsibility

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 SENCo will carry out. The postholder may be required to do other duties appropriate to the level of the role as directed by the Headteacher.

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;

- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;

- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	• Show energy, enthusiasm and passion for what you do • Demand the highest quality in all that you do, and in the work of your team • Willing to champion new ideas and think beyond the status quo • Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better • Be open to new ideas and change where it will have a positive impact on the organisation • Show a willingness to embrace different ideas and ways of thinking to improve E-ACT • Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work • Commitment to self-development, and developing your wider Team • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	• Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	• Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others

	• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams		

KNOWLEDGE, EXPERIENCE & SKILLS

Requirement	Assessed at
E – Essential	**A –** Application Stage
D – Desirable	**I –** Interview Stage
	P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	Qualified teacher status or recognised equivalent	X		X	X	
	Degree in related subject specialism	X		X	X	
	SENCO Qualification or previous experience as a SENCO	X		X	X	X
	Sound knowledge of SEND Code of Practice 2014	X		X	X	X
	Additional relevant training in Safeguarding	X		X	X	X
	Knowledge and understanding of how children learn and how to motivate them	X		X	X	X
	Knowledge of current education legislation, Ofsted framework, best practice, national trends and innovation	X		X	X	X
	Knowledge and experience of using basic diagnostic tests for identifying specific needs	X		X	X	X
	Evidence of Continuing Professional Development	X		X	X	X

Experience	Experience of working with children of the relevant age range and their families in an educational setting or similar	X		X	X	X
	Experience of working closely with parents in successful home-school partnerships that support pupils' needs	X		X	X	X
	Experience of delivering effective and appropriate intervention programmes and strategies.	X		X	X	X
	Experience of working with external agencies	X		X	X	X
	Experience of dealing effectively with complex situations involving families and young people	X		X	X	X
	Experience of preparing documentation for external agencies and statutory returns	X		X	X	X
	Experience of training and coaching colleagues	X		X	X	X
Skills	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X	X
	Ability to build and maintain effective working relationships with internal colleagues and external agencies	X		X	X	X
	Ability to communicate effectively with a wide range of stakeholders using a variety of media	X		X	X	X
	Ability to hold difficult conversations confidently and effectively	X		X	X	X
	Ability to produce reports in appropriate formats	X		X	X	X
	Ability to analyse and evaluate data to identify, student needs and appropriate strategies to overcome barriers to learning	X		X	X	X
	Ability to prioritise workload effectively to meet deadlines and work under pressure	X		X	X	X
	Ability to use ICT and other specialist equipment	X		X	X	X
	Ability to use software, spreadsheets, databases and other packages effectively	X		X	X	X
	Ability to work effectively within a team environment	X		X	X	X

Signed: ……………………………………………………………… Date: …………………………………………………….