

Ursuline College



Job Description

SENCO

Report to or Line Manager: Senior Vice Principal

Grade: TLR 1B

Ursuline College All Staff Responsibilities:

- To be committed to safeguarding and promoting the welfare of children and young people within the school
- To act in a loyal and professional manner around school and to contribute to the overall ethos/work/aims of the school
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To be aware of and support difference, and ensure equal opportunities for all
- To attend and support appropriate meetings/courses and to undertake any training as deemed necessary in order to keep abreast of development

Responsibilities

SENCO

1. Lead the oversight, co-ordination, development and evaluation of SEND Policy and practice across the school, in collaboration with the Senior Leadership Team and according to the requirements of the Code of Practice.
2. Undertake the strategic leadership within the school of SEND provision as directed by the AP/EP.
3. Maintain the SEN register.
4. Ensure provision is in place across the curriculum to meet the needs of SEN students to ensure their progress and attainment is maximised.
5. Ensure that the school carries out its statutory duties as outlined in the SEN Code of Practice, including making relevant policy updates as required.
6. Ensure objectives to develop SEND are reflected in the school development plan and, in liaising with SVP, maintain and regularly review an action plan to ensure these objectives are met.
7. Support and develop strong working relationships with staff, parents and external agencies.
8. Lead EAL provision to enhance the provision for EAL children within the school; to support teachers to operate at their optimum effectiveness in the delivery of the curriculum for EAL pupils so that they can achieve their full potential.
9. To monitor progress data for EAL and SEND students routinely, identifying in a timely fashion after data drops, any underperformance and working with relevant staff and students to implement and monitor an effective intervention programme.
10. Coordinate and oversee the school's provision for young people's mental health needs, including oversight of interventions where they are being delivered by staff and liaising as appropriate with House Managers
11. Be part of discussions regarding finance of SEND and EAL students to advocate for them.

12. Co-ordinate the work of SEN support staff and personnel from external agencies working to support SEND within the school.
13. Lead on CPD for staff regarding aspects of SEND delivery with the aim of reducing barriers to learning.
14. Co-ordinate assessment of and application for examination access arrangement for pupils who meet the criteria.
15. Liaise with others to assist with school admissions for students who are SEND or EAL.
16. Work with curriculum leaders to ensure good SEND practice across the school.
17. Monitor teaching and learning activities to ensure the needs of pupils with SEND are being met, and use the data gathered from monitoring to inform action planning and to provide support for teachers and TAs to further their practice in ensuring best outcomes for SEND/ EAL students.
18. Ensure all staff are kept informed of student needs and support programmes.
19. Use financial and resource management innovatively and wisely.
20. At the discretion of the EP/AP, teach a timetable which works specifically with the needs of SEND students.
21. Provide professional guidance for staff in areas of SEND and EAL.
22. Lead on Performance Management for Support Staff within SEN department.
23. Provide regular updates for the Executive Principal, Academy Principal and Academy Committee with regard to whole school SEND provision.
24. Deploy external professionals and other agencies effectively to 'close the gap' for SEND and EAL students.
25. Maintain, update and develop SEND policy and methods of recording within the school to reflect local and national developments.
26. Attend Tribunals and Appeals for SEND students when required.
27. Identify and deliver Education Health Care Plans for relevant students and monitor their curriculum entitlement and delivery.
28. Co-ordinate Annual Reviews of Education Health Care Plans/SEN Support Plans and provide relevant support to other staff (eg House Managers) leading the completion of Pastoral Support Programmes and interventions from Early Help teams.
29. Attend Year 6 Annual Reviews (and Year 5 when required) and visit feeder Primary Schools alongside Transition Lead for KS2/3.
30. Provide additional transition for Y6 SEN pupils.
31. Co-Ordinate the Summer School for vulnerable Year 7 students.

Other

1. The SENCO may be required to undertake any other reasonable tasks as required by the Executive Principal and Academy Principal.

This job description may be reviewed and is subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the College in relation of the post holder's professional responsibilities and duties.

The post holder will be expected to carry out all duties in the context of, and in compliance with, all the College's policies and procedures.

Person Specification:

Criteria		Essential	Desirable
Qualification	Relevant degree/ QTS	✓	
Specific Skills, Experience and Knowledge	Exemplary classroom practitioner able to demonstrate a range of successful teaching and learning strategies	✓	
	Ability to lead, mentor and coach		
	Ability to prioritise and manage deadlines		
	Awareness of equal opportunities issues		
	Excellent behaviour management skills		
	Leadership experience relating to Additional Educational Needs		✓
	Relevant qualifications relating to SEN	✓	✓
	Evidence of strategies for ensuring quality assurance		✓
	Evidence of impact on the practice of others		✓
	Experience of managing budgets and ensuring value for money		✓
	An awareness of whole school issues		✓
Personal Qualities	Passionate about working with children and ensuring inclusion	✓	
	Excellent record of punctuality and attendance	✓	
	Evidence of enthusiasm, drive and a commitment to hard-work	✓	
	Resourcefulness, flexibility, adaptability and initiative	✓	
	Able to lead by example	✓	
	Excellent communication skills	✓	
	Patience and a good sense of humour	✓	
	Able to build trust and good relationships	✓	
	Self-evaluative and reflective	✓	
	Supportive of the School's Catholic and Ursuline Ethos	✓	
	Desire and potential to progress to further promotion		✓
	Commitment to own CPD		✓

