|  |
| --- |
| **ST EDMUND’S CATHOLIC SCHOOL**  **JOB DESCRIPTION**  **SENCO** |

**Reporting to:** Academy Principal

**Contract type:** Full time, Permanent

# Main Purpose

* 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

**Duties and Responsibilities**

* Establish a clear vision and development plan for the school.
* To ensure that the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
* To demonstrate and articulate high expectations and set stretching targets for the whole school community and in particular for children with SEN.
* Participate in whole school developments contributing to the monitoring, review and evaluation of the School Improvement Plan and Individual Action Plans.
* Ensure objectives to develop SEND are reflected in the school development plan and, in liaising with AP, maintain and regularly review an action plan to ensure these objectives are met.
* To act as a model for staff and students
* To view each student as unique and special and help them to reach their potential and celebrate their achievements
* To help build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
* Lead twilight/CPD sessions, ensuring that the correct emphasis is given for improvement of teaching and learning modelling best practice.
* Lead and support teachers and support staff to ensure school and departmental policies, including teaching and learning, marking, assessment for learning, recording and reporting, examination procedures and behaviour management are followed.
* To contribute to the planning, organisation and implementation of a diverse, flexible curriculum and an effective assessment framework for SEN children.
* To encourage creativity, innovation and the use of appropriate new technologies to achieve excellence in teaching and outcomes for SEN children.
* To promote a consistent and continuous school-wide focus on SEN pupils’ achievement, using data and benchmarks to monitor progress in every SEN child’s learning
* To track the progress of students with SEN using SIMS data systems
* To interpret assessment data relating to students with SEN
* To set appropriate targets for raising achievement among students with SEN
* To lead in the planning of work programmes designed to support the learning needs of SEN students
* To ensure appropriate CIAG for students with SEN
* Attend Y6 Annual Reviews (and Y5 when required) and visit feeder Primary Schools alongside Transition Lead for KS2/3.
* Provide additional transition for Y6 SEN pupils.
* Co-Ordinate the Summer School for vulnerable Y7 students.
* To oversee the management of the SEN register
* To oversee the process of testing, evidence-gathering and applications for examination access arrangements
* To oversee the allocation and provision of the school’s counselling services.
* To assist in the selection and appointment of the staff of the school for posts related to SEN.
* To be responsible for allocated budgets and the effective deployment of resources so that best value is achieved.
* Monitor attendance of all staff in the SEN department.
* To attend SLT meetings, consultation evenings, parental consultations and other meetings as required
* To provide a ‘point of contact’ for staff, parents and students as needed in relation to SEN matters.
* To manage team/staff meetings as needed
* To collaborate, at both strategic and operational levels, with the Academy Committee, KCSP, other schools, other agencies, parents and carers to secure the well-being and progress of all SEN children.
* To keep abreast of current developments and good practice in education
* To prepare documentation as requested to provide information and accurate accounts of the school’s performance in relation to SEN to a range of audiences including Academy Committee, parents and carers
* To regularly review own practice, set personal targets and take responsibility for own personal development by participating positively in arrangements made for appraisal
* To manage own workload and that of others to allow an appropriate work-life balance.

**Other**

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

This job description is current at the date shown, but, in consultation with the postholder, may be changed to reflect or anticipate changes in the job commensurate with the grade and job title

|  |
| --- |
| **ST EDMUND’S CATHOLIC SCHOOL**  **PERSON SPECIFICATION**  **SENCO** |

|  |  |  |  |
| --- | --- | --- | --- |
| **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  Knowledge of national educational policy, priorities and initiatives | **🗸**  **🗸** | **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸** |
| **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 | **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸**  **🗸** | **🗸**  **🗸** |