



### Job Description

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|-----------------|--|
| JOB TITLE       | Special Educational Needs Co-ordinator (SENCo) |
| PHASE           | Secondary                                      |
| SALARY GRADE    | Leadership Scale L9 – L13                      |
| REPORTING TO    | Vice Principal (Inclusion)                     |
| RESPONSIBLE FOR | Assistant SENCo and LSA Team                   |

### Job Purpose

The SENCo, under the direction of the Principal, will:

- Determine the strategic development of special educational needs (SEND) policy and provision in the school
- Work with the SLT and staff to ensure the best possible outcomes for SEND students
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Ensure the SEND code of practice is being followed
- Be the Designated Teacher for Looked After and previously Looked After Children
- The SENCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

*This position will also be par to the academies Extended Leadership Team (ELT)*

### Duties and Responsibilities

#### Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND
- Make sure the SEND policy is put into practice and its objectives are reflected in the school development plan
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Plan high quality CPD for teaching and non-teaching staff around SEND

#### Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map



- Provide guidance to colleagues on teaching pupils with SEND and advise on the graduated approach to SEND support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with Early Years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the Local Authority (LA)
- Analyse assessment data for pupils with SEND
- Implement and lead intervention groups for pupils with SEND and evaluate their effectiveness

### **Support for pupils with SEND**

- Identify a pupil's SEND
- Be integral in the transition process from primary to secondary for SEND students
- Co-ordinate provision that meets the pupil's needs and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Apply for Educational Health Care Plans (EHCP) and Higher Needs Funding (HNF) as appropriate
- Review EHCPs with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

### **Supporting children in care and children previously in care**

- Take a leadership role in promoting the educational achievement of every child in care and previous children in care on our school's roll, and ensuring that their personal, emotional and academic needs are prioritised.
- Contribute to the development and review of whole-school policies and procedures so that they do not unintentionally put Children in Care and previously Children in Care at a disadvantage
- Promote a culture in which children in care and previous children in care are:
  - Prioritised for academic support
  - Encouraged to actively participate in school life
  - Supported to succeed and aspire to further and higher education or highly skilled jobs
  - Able to take ownership of their learning and have opportunities to discuss their progress
  - Able to discuss difficult issues



- Ensure that the SEND code of practice, as it relates to children in care, is being followed
- Where any Child In Care has an Education, Health and Care (EHC) Plan, monitor the pupil's Personal Education Plan (PEP) to ensure it works in harmony with the EHC Plan to set out how their needs are being met
- Build and maintain relationships with other professionals, in particular the Virtual School Head (VSH) and the Local Authority's SEND department, to ensure the school responds effectively to its pupils' needs
- Work with relevant professionals, including the VSH, to ensure that they (the designated teacher) and other school staff have the skills to identify signs of potential mental health issues among Children in Care and children previously in care, and know how to access further assessment and support where necessary
- Work with relevant professionals, including social workers and school staff, to develop, monitor and review Children in Care pupils' Personal Education Plans

### Teaching and Learning

- Set high expectations of SEND and Children in Care and children previously in care children's learning, and ensure teachers set targets that accelerate progress and stretch and challenge their learners
- Advise teachers on differentiated teaching strategies appropriate for SEND and Children in Care or children previously in care.
- Advise on the use of assessment for learning approaches to improve the progress of these pupils, and help them and their teachers understand where they are in their learning and their next steps
- Work collaboratively with the Senior Leadership Team (SLT), Extended Leadership Team (ELT) and the Thinking Skills Drive Team to ensure excellent teaching and learning is in place throughout the school
- Be an excellent classroom practitioner

### Leadership and management

- Work with the Principal and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school development plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports inclusivity and good outcomes for all pupils
- Lead and manage the Assistant SENCo and Learning Support Assistant (LSA) team



- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis
- Work collaboratively as part of the Extended Leadership Team
- Actively promote equality of opportunity by working as part of ELT in ensuring the school's curriculum provides the best possible education for all its pupils, considering ethnicity, gender, SEND, EAL, and emotional needs that may affect learning
- Participate in recruitment and selection, as agreed with the Principal
- Carry out leadership and management tasks in accordance with school policy and practice
- Ensure all SEND students reach their highest possible outcomes
- Oversight of quality of work/provision for SEND students not in school e.g. absent/at alternative provision etc.
- Oversight of quality of work/provision/curriculum for SEND students accessing alternative in-school provision/on personalised timetables
- Contribute to whole-school curriculum offer for SEND students to ensure stretch and challenge as well as accessibility and the right to a broad and balanced curriculum
- Induction of new staff regarding SEND provision, planning, strategy and SEND register and support
- Delivery of CPD for all staff, as all teachers are teachers of SEN, ensuring regular updates are shared with all teachers and student facing support staff
- Regular review of all SEND strategies for impact/review
- Ensuring finances relating to SEND and Children in Care and children previous In Care children is requested and received
- Oversight of effective allocation of SEND support staff and quality of in-class support/communications to parents, including parents' evenings in person/virtually
- Work with Trust lead of for SEND to implement Be Your Best Self for SEND students and be creative and innovative with SEND strategy to ensure maximum impact for students

#### **Other responsibilities**

- To attend daily and weekly meetings and to lead such meetings as required
- To lead whole-school assemblies and to support other staff with assemblies
- To prepare and present reports, as required by the Principal, to governors, parents and other relevant outside agencies
- To attend occasional meetings during evening hours, weekends or in school holidays as required

#### **Generic Duties relevant to all members of Staff**

##### **Working with colleagues and other relevant professionals**

- Communicate effectively with other staff members, customer and service users
- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust
- Develop effective professional relationships with colleagues



### **Professional development**

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with their line manager and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the Trust
- Take part in the Trusts appraisal and professional growth management procedures

### **Personal and professional conduct**

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the Trust, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the Trust community
- Respect individual differences and cultural diversity

### **The Trust**

- The ethos of our Trust is “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should act with professional integrity at all times, following the “Code of Conduct”.
- You will be asked to work across site within the Trust and you should expect to travel between sites as required.

### **Teaching and Learning**

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

### **Customer Service**

- At TSAT customer service is paramount to our way of work; All staff will be required to mirror our philosophy and take pride in offering a fantastic customer experience to all stakeholders modelled on our four Customer First Values - Trusted, Solution Focused, Approachable & Timely



### ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

### Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

### Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.

### Data Protection

- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.



The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of an Special Educational Needs Co-ordinator (SENCo)

Name:

Signed:

Date:



| <u>Person Specification</u>     |   |
|---------------------------------|---|
| <u>Qualifications</u>           | <p>You must be a qualified teacher to work as a SENCo. You'll also need a further postgraduate qualification - National Award for Special Educational Needs Coordination (NASENCo).</p> <p>If you're an experienced SEND without NASENCo, you will be required to complete it within three years of taking up post.<br/>It would be a distinct advantage for you to have already completed the award.</p> <p>Qualified Teacher Status</p>   |
| <u>Skills</u>                   | <ul style="list-style-type: none"><li>• A strong commitment to raising educational attainment for children and young people with SEN, including working with pupils directly and supporting other staff to do so</li><li>• ability to develop specialist knowledge and keep up to date with local and national policy and developments</li><li>• Influencing and negotiation skills - to influence school strategy and policy, secure sufficient internal resources, and secure the necessary support from external agencies</li><li>• Leadership skills - to inspire and motivate other teachers, model good practice, and develop a whole-school commitment to supporting pupils with SEN</li><li>• Interpersonal skills - for building relationships with parents, teachers, and external professionals</li><li>• Written communication skills - for writing learning and support plans, reports on pupil progress, and training and guidance for staff</li><li>• Organisation and time-management skills - needed for prioritising and balancing a busy and varied workload</li><li>• Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils and parents</li><li>• Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions.</li></ul> |
| <u>Knowledge and Experience</u> | <ul style="list-style-type: none"><li>• Evidence of relevant continuing and recent professional development</li><li>• Recent successful experience as a teacher and manager</li><li>• The ability to provide a model of best practices, through teaching in own or other classrooms</li><li>• Proven outstanding teaching across more than one key stage</li><li>• A proven track record of raising attainment in any key stage</li><li>• An excellent understanding of current theory and best practice in teaching and learning, particularly relating to SEND</li><li>• An excellent understanding of effective leadership in relation to raising pupils' attainment</li><li>• Possession of good analytical skills, ability to synthesise complex information, summarise, draw appropriate conclusions and make decisions</li><li>• Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all pupils</li><li>• Knowledge of equality of opportunity issues and how they can be addressed in schools</li></ul>  |





- Leadership qualities, including energy, resilience and the ability to enthuse and motivate others
- Good understanding of effective strategies for gaining and maintaining high standards of discipline at whole-school level, in accordance with the school's policy
- The ability to develop and maintain effective relationships with all members of the school community and outside agencies
- Understand the role of parents and the community in school improvement and how this can be promoted and developed
- Experience of developing and leading staff development programmes for teachers and other staff
- Ability to work effectively under pressure, to prioritise appropriately and to meet deadlines
- Knowledge and understanding of statutory requirements, relevant legislation and government strategies
- Up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people and demonstrate an understanding of safeguarding issues and the ability to follow procedures
- Approachability, accessibility and flexibility, good personal presence
- Experience of initiating and implementing strategies to improve parental involvement in their children's learning