

SENCO

Job Description



The Stour Academy Trust

Introduction

***“The future should not just happen to us,
we should create it”***

Established in 2012, The Stour Academy Trust is a primary school only Trust, for children aged 4-11 years. The well-being of our pupils is our number one priority. Our foundations have been grown first before expansion. We will only expand when we have the capacity to do so.

Our Vision

The Stour Academy Trust recognises that our education system needs to quickly and more radically shift to close equity gaps and to better prepare our young people for the 21st century. We are transforming our schools from passive forms of learning focused on direct instruction and memorisation, by moving towards interactive methods that promote the critical and individual thinking needed in today’s innovation-driven economy.

Our pedagogical model combined with the intentional deployment of technology will help us deliver personalised learning in an enabling environment. Technology will accelerate our progress but will not be the driver of our vision.

We aim to nurture a community of learners that challenge thinking, where our staff are empowered to take risks and develop their practice to meet the needs of an evolving school system, which is not held back by traditional restrictions and ideologies.

By limiting routine or unnecessary tasks we allow professionals to focus on learning behaviours and interactions which will promote emotional intelligence and the development of children as life-long, curious learners.

There will be no barriers to achievement within our learning community and our teachers will build strong relationships that facilitate the learning of others. Collaboration will open doors, minds and possibilities and enable individuals to meet their personal goals.



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Post: SENCO

Reports to: Headteacher

Liaising with: Headteacher, Senior Leadership Team, Staff, Parents and Pupils, Central Trust Team and external agencies

Purpose:

The SENCO, with the support of the Headteacher and the Academy Trust, takes responsibility for the day-to-day operation of provision made by the school for pupils with Special Educational Needs

Specific Responsibilities:

- Provide guidance in the area of SEN to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all students.
- As the lead practitioner for SEN, model outstanding practice to support teachers and children in the classroom.
- Offer practical, hands on support to ensure children achieve their targets and make good progress when necessary.
- Monitor the impact of provision and address areas of concern in a timely manner.
- Interact on a professional level with colleagues in order to promote a mutual understanding of the curriculum and its impact on the school SEN policy, with the aim of improving teaching and learning across the school.
- Network and liaise with SENCOs across local schools, to ensure a consistency of approach regarding transition etc.
- Undertake statutory activities and meetings such as the Annual Review processes.
- Establish short, medium and long term plans for the development and resourcing of the SEN function
- Monitor the progress made in achieving plans and targets, and evaluate the impact on teaching and learning
- Coach all members of staff across the school to recognise and fulfil their statutory responsibilities to students with SEN
- Disseminate good practice relating to SEN through INSET, coaching and mentoring mechanisms
- Provide guidance on a choice of appropriate teaching and learning methods, in addition to coaching relating to the delivery of these methods
- Develop and implement systems for recording individual students' progress, and collect and interpret specialist assessment data
- Monitor the quality of support for students with SEN
- Ensure schemes of work are differentiated appropriately and evaluate the impact on teaching and learning
- Evaluate the quality of teaching and standards of achievement/attainment for students with SEN and set targets for quality controlled improvement

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- Plan, delegate and evaluate work carried out by colleagues, and ensure a consistent approach regarding SEN across the school
- Encourage all staff to recognise and fulfil their statutory responsibilities
- Identify resources needed to meet the needs of students with SEN and advise the Principal and Academy Trust of priorities for expenditure
- Ensure effective systems of communication, including feedback about students' learning to inform future planning
- Support the Principal in meeting statutory responsibilities for SEN Statements/Education and Health Care Plans and their Annual Reviews, leading the Annual Review meetings for students receipt of either a Statement or an Education and Health Care Plan
- To identify resources required to sustain and embed high quality subject delivery
- To work in partnership with a range of agencies and providers as appropriate to deliver a broad and balanced curriculum offer
- To have pastoral and lead professional responsibility for a group of pupils, planning for positive outcomes
- To take an active role in encouraging good attendance of pupils
- To identify the individual learning needs of pupils
- To prepare school reports in line with statutory requirements for reporting to parents/carers and to adhere to the annual schedule for completing pupil profiles including attendance at parents' / carers' meetings
- To work with colleagues to develop and implement pupils' Individual Education Plans or Personal Learning Plans, including the arrangements for reintegration to school or for transition to other suitable provision, education, employment or training as appropriate
- To contribute to the school's development plan
- To support the professional development of all staff, including ECTs and ITT students
- Undertake such other duties that may be required from time to time as reasonably determined by the Headteacher

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.



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