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| **Job Description** | | | | |
| **Post title:** | | SENCo | | |
| **Main Responsibilities** | | * Be responsible for day-to-day operation of the SEN 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 * The SENCO will be expected to fulfil the responsibilities of a teacher * To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential * To contribute to raising standards of student attainment * To set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline. * Maintain an accurate SEND register and provision map * Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support * 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 SEN or a disability * Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness | | |
| **Leadership and management** | | * Work with the Head 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 improvement 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 SEN policy * Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEN or a disability * Lead and manage learning support assistants (LSAs) working with pupils with SEN or a disability * Lead staff appraisals and produce appraisal reports * Review staff performance on an ongoing basis | | |
| **General Teacher Specific Tasks** | | * A full-time teacher is expected to teach 50, 30-minute periods per week, do duties and offer at least two after school clubs per week. * To ensure familiarity with the contents of the Staff Handbook and take responsibility for implementing policy into practice. * To teach as required by the timetable, effectively planning, preparing and delivering lessons in accordance with the Code of Conduct. * To maintain a good working knowledge of developments within specific subject areas taught. * To provide a high-quality learning experience for every student based on targets which meet with internal and external quality standards. * To plan for the effective use of any Teacher Assistants in lessons where allocated. * To make use of all relevant data to ensure that the individual needs of students are met. To prepare reports and complete assessments and contribute to pupil passports and IEPs as required. * To set and mark pupils' homework regularly in line with the homework timetable where applicable and the school and departmental policy; maintain records of these assessments. * To manage behaviour of students in lessons in line with the school policy and Beechwood Ethos to encourage good practice among our students with regard to punctuality, behaviour and standards of work. * To undertake a share in the corporate responsibility for the wellbeing of students and student behaviour management, supporting all school policies relating to this and especially with regard to safeguarding and promoting the welfare of students, along with their protection. * To attend meetings as requested e.g. parents' evenings, staff meetings and any other appropriate meetings as may be reasonably required at the discretion of the Headmaster. * To participate in the School's Internal Staff Development Programme. * To work effectively within a team context and contribute to effective working relationships within the school. | | |
| **Person Specification**  **Alpha Schools Limited is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.** | | | | |
|  | **Essential** | | **Desirable** | **Method of  assessment** |
| **Qualifications:** | * NQT or QTS * Bachelor’s degree in relevant subject | | * National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment * Dyslexia qualification to Level 7 * Recent participation in a range of relevant In-service training | Production of the  Applicant’s certificates |
| **Experience:** | * Teaching experience * Experience of working at a whole-school level, inclusive of EYFS, Primary and Secondary * Involvement in self-evaluation and development planning * Experience of conducting training/leading INSET | | * Working as a form tutor. * Involvement in extra-curricular activities. | CV  Interview  Professional references  CV |
| **Skills:** | * Excellent interpersonal skills. * Excellent written and verbal communicator. * Competent user of ICT both in and beyond the classroom. * Build successful and appropriate relationships with pupils, staff, parents, and the wider community. * Confidence, commitment, and integrity. * Maintain confidentialities * Strong Excel skills. | |  | CV  Interview  Professional references |
| **Knowledge:** | * Sound knowledge of the SEND Code of Practice * Educational development of pupils and how to encourage them to reach their potential. * Effective teaching and learning strategies. * Understanding of the importance and implementation of safeguarding procedures. | | * Recent professional development related to their subject area. | Contents of the Application Form  Interview  Professional references |
| **Personal competencies and qualities:** | * Professional and efficient. * Honesty and reliability. * Hard working. * Motivational and inspirational. | |  | Contents of the Application Form  Interview  Professional references |