



<b>Post Title</b>	SENCo
<b>Salary range/grade</b>	£38,000.00 - £51,000.00
<b>Responsible to</b>	Senior Management Team (Headteacher)
<b>Type</b>	Full Time Term Time Only (+2)
<b>Base</b>	Parkview Academy, Welling
<p><b>Job Purpose</b></p> <p>The post holder will have a responsibility for ensuring the SEND provision for all learners in the school meets expectations. They will need to ensure that the school upholds its duties according to the Code of Practice. They will coordinate, monitor and develop opportunities for all learners with SEND in accordance with national and local guidance and the SEND Policy.</p> <p>The post holder will also support others to track the progress of learners. The post holder will be responsible for organising their own learning environment as well as coordinating other teaching staff that are delivering interventions to learners.</p> <p>The post holder will also engage with teaching and learning activities within the school (this is to be determined relative to the teaching background of the candidate). They will lead the planning, preparation and delivery of lessons for a specific subject area.</p>	
<p><b>Key Tasks and Activities:</b></p> <p><b>SENCo - Role Specific</b></p> <p><b>To work with all year groups in the school to:</b></p> <ol style="list-style-type: none"> <li>1. Contribute to school self-evaluation, particularly with respect to provision for learners with SEN or a disability</li> <li>2. Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision</li> <li>3. Make sure the SEN policy is put into practice and its objectives are reflected in the School Improvement Plan</li> <li>4. Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice</li> <li>5. Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support</li> <li>6. Be aware of learners needs and help staff with strategies to ensure they are met</li> <li>7. Review the Education, Health Care Plan (EHCP) with parents/carers</li> <li>8. Deliver staff training to help upskill the team with reference to SEND knowledge</li> <li>9. Plan and deliver personalised curriculum to learners who for a variety of reasons have struggled in mainstream school.</li> </ol>	

10. Create schemes of work/resources suitable for learners and share these with teaching staff
11. Maintain an accurate provision map
12. Support teaching staff in their approach to supporting learners
13. Contribute towards the 'Communication Commitment'
14. To line manage, support and supervise selected teaching staff
15. To develop and improve subject knowledge and pedagogy of teaching staff, where relevant by leading staff training.
16. To build and maintain successful relationships with learners, treat them consistently with respect and consideration and be concerned for their development as learners.
17. To demonstrate and promote the positive values, attitudes, and behaviour expected from the pupils with whom you work.

**Teaching and Learning Activities:**

- a. To use and share clearly structured teaching and learning activities that interest and motivate learners and advance their learning.
- b. To communicate effectively and sensitively with learners to support their learning.
- c. To promote and support the inclusion of all learners in the learning activities in which they are involved.
- d. To use behaviour management strategies, in line with the school's policy and procedures, which contribute to purposeful learning environments.
- e. To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- f. To organise and manage safely the learning activities, the physical teaching space and resources.

**Planning and Expectations**

1. To plan and prepare lessons with an appropriate level of challenge.
2. Support teaching staff working with learners in regards to their planning and preparation.
3. To select and prepare teaching resources that meet the diversity of learners' needs and interests.
4. To lead other tutors in the levelling and moderation of pupil work.

**Monitoring and Assessment**

1. To evaluate learners' progress through assessment of portfolios along with a range of other assessment activities.
2. To monitor learners' responses to learning tasks and modify their approach accordingly.
3. To monitor learners' participation and progress, providing feedback to tutors and management, and giving constructive support to pupils as they learn.
4. To contribute to maintaining and analysing records of pupils' progress.

**Knowledge and Understanding**

1. To have sufficient understanding of SEN provision to support students' learning.
2. To be committed to acquiring further knowledge to contribute effectively and with confidence to the pedagogical development of tutors.

3. To be familiar with the curriculum, the age-related expectations of learners, the main teaching methods and the assessment of learners.
4. To demonstrate an understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved
5. To know how to use ICT to advance student's learning and use common ICT tools for their own and pupils' benefit.
6. To know the key factors that can affect the way students learn.
7. To be working towards/achieved their SENco Qualification
8. To have achieved a qualification in English/literacy and mathematics/numeracy equivalent to at least level 2 of the National Qualifications Framework.
9. To know the legal definition of Special Education Needs (SEN), and be familiar with the guidance about meeting SEN given in the SEN Code of Practice.
10. To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.

### **Personal Development and Well-Being**

1. To support the school's drive for high standards by treating students with respect and, in turn, promoting the schools ARRRTT philosophy.
2. To support and contribute to the school's commitment to 'Every Child Matters' to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.
3. To maintain high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
4. To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in students' learning.
5. To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

### **Key Performance Indicators**

1. Self evaluation of the schools effectiveness in meeting learners SEND
2. Effectiveness of the schools inclusion and intervention for students with special educational needs in school.
3. Teachers can confidently plan work that will challenge and inspire learners and set clear objectives so that learners understand what they are doing and can assess how well they have done and how to improve.
4. Yourself and teaching staff will provide work that will interest pupils and to sustain their concentration
5. Student and parent/carer level satisfaction.

### **Expectations and Values**

ALP Schools are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work for the school, the postholder will also be expected:

1. Act as an ambassador for ALP Schools by supporting our values and expectations of learning.
2. Be a significant presence and role model for students and staff.

3. Follow and where appropriate take the correct action regarding all relevant policies, procedures and guidelines.
4. Contribute to development through team planning and review meetings.

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or comes into contact with.

**Special Factors:**

1. The nature of the work may involve the post-holder carrying out work outside of normal working hours.
2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
3. Expenses will be paid in accordance with the school policy.
4. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

**This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.**

ALP Schools seek to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

## **Person Specification**

Essential (E) Desirable (D)

### **Education and Qualifications**

- National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment (E)
- Qualified Teacher Status or similar (E)
- To have achieved a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework. (E)
- Additional training/qualification related to teaching or willingness to work towards a relevant qualification. (D)

### **Experience**

- Relevant experience of working with young children in a SEN setting (E)
- Experience of working with special needs including Autism Spectrum Disorder, social emotional and mental health difficulties, alternative education provisions, community development, dealing with vulnerable people and those with complex needs. (E)
- Experience of working with clear guidelines, procedures and adhering to child protection (E)
- Ability to establish and maintain professional working relationships with a variety of colleagues and other agencies (E)
- Understanding of working with people with challenging behaviour / complex needs / disabilities. (E)
- Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)
- Experience of managing a team or co-ordinating staff (D)

## **Knowledge, Skills and Abilities**

- Knowledge of the National Curriculum and or alternative learning qualifications in various subjects (E)
- A good understanding of developmental ages and stages relating to learning (D)
- Ability to lead training sessions for other teaching staff to develop knowledge and expertise in teaching (E)
- Willingness to keep up to date in subject knowledge and national developments (E)
- Good Knowledge of special educational needs and disabilities (E)
- Ability to plan and teach effectively using a variety of strategies. (E)
- Excellent interpersonal skills with both adults and children. (E)
- Willingness and ability to work as part of a team. (E)
- Ability to communicate effectively both verbally and in writing. (E)
- Ability to prioritise and organise own work. (E)
- Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines. (E)
- Knowledge of Health and Safety procedures and their application. (D)
- Proactive approach to problem solving (D)
- Ability to work flexibly in a rapidly changing environment (D)
- Strong understanding of youth and wider community issues (E)
- Computer literate (Word, Excel, Outlook and internet) (E)
- Excellent interpersonal skills, inc active listening (E)
- Strong organisational, planning and time management skills (E)
- Excellent written and communication skills (D)

- Knowledge of social media (D)
- Sound knowledge of the SEND Code of Practice (E)
- Ability to plan and evaluate interventions (E)
- Data analysis skills and the ability to use data to inform provision planning (D)

## **Personality and Social Skills**

- To have a 'can do' philosophy (E)
- To enjoy working with young people. (E)
- To be flexible, energetic, adaptable and have the ability to use initiative. (E)
- To identify and develop opportunities (D)
- To carry out professional duties in a positive, helpful and courteous manner. (E)
- To have high aspirations and expectations for their students and themselves. (E)
- Committed to raising standards and continuous improvement. (E)
- To be dedicated to the progression of the students, the school and themselves (E)
- An empathetic nature (E)
- Mature and professional approach to vulnerable people, families and other professionals. (E)
- Ability to maintain confidentiality in the light of handling sensitive information (E)
- Good communication and social skills, with a good sense of humour (E)
- Ability to work flexibly with reference to time and location and meet deadlines (E)
- Ability to cope with difficult interpersonal behaviour and language (E)

- Demonstrate a consistent and positive attitude to challenges (E)
- Demonstration of a solution focussed and flexible approach to management (E)

### **Other Factors**

- Full and current driving licence with use of a vehicle for work (E)
- Willingness to drive a company vehicle (D)