

Job Description

SENCO

Location	St Marks Academy
Contract term	Permanent
Full time/Part time	Full time
Pay range	Teacher main pay scale plus TLR
Reporting to	Vice Principal, Behaviour and Attitudes/ Designated Safeguarding Lead

Overall Purpose

- The SENCO will develop and lead and manage the strategy, resources and practices required to meet the needs of pupils with SEND, enabling them to access educational opportunities at the Academy. We are looking for someone who is committed to raising standards for all students; has strong leadership and organisational skills; can take responsibility for specialist teaching staff and designated teaching assistants and who can effectively liaise with relevant staff, external agencies and parents.

Key Duties

- Be an effective Head of Department
- Have a clear understanding of the School Improvement Plan and work with the leadership team to develop priorities for the SEND Department
- Conduct a needs analysis of provision in the academy with a half-termly report
- Provide training opportunities for Learning Support Assistants regarding particular needs and how best to meet these needs.
- Disseminate good practice in inclusion across the school and other schools in the Trust
- Identify resources to meet the needs of pupils and identify priorities for expenditure in collaboration with the other members of the leadership team.
- Hold regular meetings with Vice Principal and Governors linked to areas of responsibility (e.g. SEN Governor).
- Take part in observing teaching and learning across the school and feedback to colleagues with a particular focus on engagement and inclusion of all children.
- Map provision for pupils and take a lead in deploying staff to meet identified needs, updating the SEND register when needed
- Be responsible for collating evidence for specific sections of the school's Self Evaluation Form and Department Improvement Plan
- Be designated teacher for children with medical needs; liaising with 0-19 team/hospital consultants.

- Assess all Service Level Agreements for bought services on a yearly basis e.g. Educational Psychologist.
- Deliver specialist interventions and measuring impact for pupils with a Statement of Special Educational Need/an EHCP or identified need
- Implement IEPs and one-page summaries, being responsible for supporting and measuring pupil progress against targets
- Co-ordinate and attend Annual/Interim Reviews for students with EHCPs
- Negotiate, provide and monitor personalised timetables for pupils with specific additional needs
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Use data effectively to identify pupils who are seriously underachieving and where necessary create and implement effective plans of action to support those pupils
- Promote the inclusion and acceptance of all pupils in and outside of the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- To provide all those with involvement in SEN, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching
- To provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different pupils
- Manage appropriate learning environment and resources
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheets, plans etc.
- Promote an inclusive curriculum across all key stages
- Manage appropriate resources for SEN and ensure that they are used efficiently and effectively
- To develop curriculum resources to ensure that pupils identified on the SEN Register have the required levels of support
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3/KS4/KS5 and make effective use of opportunities provided by other learning activities to support the development of pupils' skills

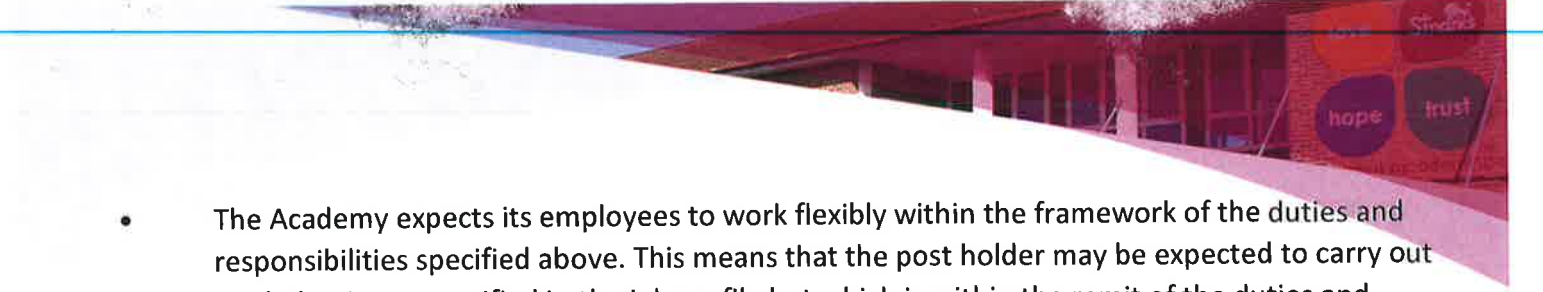
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

Whole school duties:

- Be responsible for relevant SEN administration including the production of Statements and EHCPs
- Support the vice principal in the coordination, implementation and evaluation of interventions
- Support and sustain effective SEN whole Academy teaching, evaluating the quality of teaching and standards of pupils' achievement, and setting targets for improvement
- To liaise with relevant outside agencies to ensure that individual pupil SEN are met effectively and that the requirements of Statements/EHCPs are fully met
- To ensure that accurate and detailed records are kept of meetings and discussions with parents and external agencies
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Establish constructive relationships and communicate with other colleagues and professionals, in liaison with the vice principal, to support achievement and progress of pupils
- Analyse and interpret relevant national, local and school pupil data, plus research and inspection evidence, practices, expectations, targets and teaching methods
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Participate in the Performance Management Review process
- Deliver out of school CPD and learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- Contribute to the overall ethos/work/aims of the school
- Organise, attend and contribute to regular team meetings with Department staff

Notes

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not have been identified. Employees will be expected to comply with any reasonable request from their manager to undertake work of a similar level that is not specified in this description.

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- The Academy expects its employees to work flexibly within the framework of the duties and responsibilities specified above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.
 - Staff in schools' work subject to statute and many policies and procedures. The post holder will be expected to become familiar with these and work in accordance with them.