



Job description

All job descriptions define the responsibilities of the postholder in addition to those outlined in the School Teachers' Pay and Conditions Document (STPCD).

JOB TITLE:	SENCO
SALARY CODE:	TLR 1d or Leadership Team Pay Scale CLR 11-14
RESPONSIBLE TO:	Deputy Headteacher
RESPONSIBLE FOR:	Learning Assistants

All TLR job descriptions define the responsibilities of the post holder as being:

- Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the current School Teachers' Pay & Conditions Document (STPCD).
- To fulfil expectations of teachers with TLRs as outlined in the current School Teachers' Pay & Conditions Document (STPCD).
- To comply with Health and Safety at Work Legislation.

JOB PURPOSE

- To lead on outstanding teaching of students with SEND.
- To ensure all SEND students achieve as highly as possible.
- To develop excellent communication and collaborate with pastoral staff, the Leadership Team and faculties so that students' needs are met throughout the academy.
- To promote inclusion of all students and their families within the academy community and ensure meaningful access to the curriculum, facilities and enrichment activities.
- To lead and manage the Additional Learning faculty and the Ambition pathway programme.
- To work with colleagues, parents and external agencies to identify and register students' special educational needs, both for EHCPs and those students just below that threshold of need.
- To manage screening, referral and diagnostic systems to ensure that students who may need specific interventions are identified and their needs assessed.
- To use assessment data to monitor, report on and intervene with the progress of SEND students.
- To lead on provision mapping, resourcing funding from relevant agencies and linking it to support, and managing the budget.
- To evaluate the quality of teaching and support for SEND students and lead on staff development for SEND education.
- To lead the delivery of appropriate support to students across the academy by organising assessment and developing support programmes, schemes of work and teaching and learning materials.
- To lead on screening, implementation and delivery of exams access arrangements, including the logistics of testing, applications for access and maintenance of records.
- To manage the professional development of learning assistants across the academy to increase their impact on student support and outcomes.
- To recognise the potential vulnerability of students with SEND when it comes to matters of safeguarding and Child Protection.



MAIN DUTIES

- To contribute to the leadership and management of the academy as a whole.
- To manage the SEND register ensuring that records of students' SEND needs, and the provision made to meet those needs, are maintained and meet statutory requirements.
- To develop and improve the teaching of SEND students in both specific classes and individual student support. To work on all elements of this, from developing schemes, plans and resources to coaching and observing colleagues and leading training for staff.
- To identify, research and adopt the most effective teaching approaches for students with SEND, including study skills that will develop students' ability to work independently.
- To ensure that IEPs and EHCPs are maintained that advise teachers and staff about the needs of students, strategies for supporting them and appropriate differentiated teaching methods.
- To monitor the implementation of the IEPs and EHCPs, the development of resources and the assessment of student progress. To take appropriate action when such monitoring identifies unsatisfactory teaching and learning or student progress.
- To encourage all members of staff to recognise and fulfil their statutory responsibilities to students with SEND needs and to disseminate good practice in these areas throughout the academy.
- To teach or facilitate smaller groups of students as and when needed.
- To ensure the special educational needs of all new students are assessed and relevant information is shared.
- To manage and administer the faculty budget and resources effectively, and monitoring impact.
- To work with colleagues to develop and timetable suitable programmes of support (including external staff) to meet the needs of students.
- To promote challenging, purposeful, enjoyable and appropriately differentiated lessons and support throughout the curriculum.
- To ensure that targets are set for raising achievement, and that assessment data is collected, interpreted and reported to parents, teachers and students.
- To liaise with parents over provision for students and have oversight of any planning meetings.
- To liaise with all external professionals with whom the academy works to either help identify or support those students who may be or are SEND.
- To oversee the management of Exam Access Arrangements (EAA) for those students in the academy in need of them or those identified as potentially in need of them.
- To liaise with the governing body as appropriate.
- To enhance the development of the purposeful use of ICT in this area in order to improve learning.
- To liaise with other schools to ensure continuity of support and learning when transferring students with SEND.
- To assist in the promotion of academy and faculty policies and to follow the academy's appraisal procedures and aims.
- To work with the school nursing team to ensure that Medical Care Plans are up to date for all students on the medical needs list.
- To work within the academy safeguarding structure to contribute to the leadership of Child Protection for students on the SEND and medical needs register.
- Any other duties as required by the developing role of SENCO as directed by the headteacher.



GENERAL

- To participate in appropriate meetings with colleagues and parents to facilitate the above.
- To undertake a share of general supervisory duties in accordance with the academy's organisation of duty rotas.

ACADEMY ETHOS

- Play a full part in the life of the academy community and support its vision
- Actively support the academy's corporate policies and aspirations.
- Adhere to the staff professional code of conduct.

Please note: Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. The teaching/ contact time associated with this post is outlined in the academy's Contact Time policy.

ACCEPTANCE OF THE JOB DESCRIPTION BY POST HOLDER

I can confirm my acceptance of the Job Description as outlined above

NAME:

SIGNED:

DATE:



Person specification

QUALIFICATIONS	ESSENTIAL	DESIRABLE
Qualified teacher status	✓	
Relevant SENCO qualification (or willingness to undertake SENCO qualification)	✓	
Access arrangements assessor training and/or recognised qualification		✓

EXPERIENCE	ESSENTIAL	DESIRABLE
Teaching that is good or better which impacts positively on student progress.	✓	
Sound experience of planning, teaching and assessment to ensure high levels of achievement for all learners.	✓	
Thorough understanding of SEND, differentiation and methods of recording and assessment.	✓	
Thorough knowledge of the SEN Code of Practice and person-centred planning.		✓
Experience of team leadership and effective liaison with external professionals.	✓	
Experience of successful approaches for leading, developing and enhancing the teaching practice of other staff.	✓	
Understanding and/ or experience of current developments in the secondary curriculum regarding SEN/Learning support.	✓	
Experience of adapting/developing accreditation routes for SEND learners.		✓

KNOWLEDGE AND SKILLS	ESSENTIAL	DESIRABLE
Ability to evaluate staff training needs, prioritise and deliver appropriate training directly and/or via other professionals.	✓	
Effective planning, assessment and record keeping.	✓	
Ability to develop and maintain positive relationships with all stakeholders.	✓	
Ability to combine professional expertise with the necessary emotional resilience to ensure effective pastoral care.	✓	
Ability to engage and motivate others to achieve goals.	✓	
An understanding of action planning and self-evaluation.	✓	
Knowledge of the implications of working in a multicultural environment.	✓	
Knowledge and understanding of safeguarding and child protection policies and procedures.	✓	

PERSONAL QUALITIES AND ATTRIBUTES	ESSENTIAL	DESIRABLE
A commitment to girls' education, the academy's vision and ethos, equal opportunities policy and practice.	✓	
Flexible, able to work under pressure and meet deadlines.	✓	
Reflective practitioner who responds to change positively.	✓	
A commitment to the welfare of every student and to the academy's safeguarding and child protection policies and procedures.	✓	
A commitment to providing a supportive environment for students with SEND.	✓	
Has the potential for further promotion and a commitment to career development.		✓