

Job Description

SENDCo

Role purpose

SENDCo's fundamental task is to support the Headteacher in ensuring that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils.

Commitment to diversity

As a member of the Academy team, to take individual and collective professional responsibility for championing STEP Academy Trust's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Additionally, to commit to continually developing personal understanding of diversity.

Areas of responsibility

- ***Strategic direction and development of SEN and EAL provision in the school***

Co-ordinate, with the support of the Headteacher and within the context of the school's aims and policies, the development and implementation of the SEN policy in order to raise achievement and improve the quality of education provided.

Key tasks may include:

- Strategic development of SEN/EAL policy/provision
- Support staff in understanding needs of SEN/EAL pupils
- Ensure objectives to develop SEN/EAL are reflected in school development plan
- Monitor progress of SEN/EAL pupils
- Evaluate effectiveness of teaching and learning
- Analyse and interpret relevant school, local and national data
- Liaise with staff, parents and external agencies and other schools to co-ordinate their consultation

- ***Teaching and learning***

Seek to develop, with the support of the Headteacher and colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

Key tasks may include:

- identifying and adopting the most effective teaching approaches for pupils with SEN/EAL
- monitoring teaching and learning activities to meet the needs of pupils with SEN/EAL through:
 - monitoring of teaching quality and pupil achievement.
 - target-setting, including ANPs and provision maps.
 - developing a recording system for progress.
- identifying and teaching study skills that will develop pupils' ability to work independently
- liaising with other schools to ensure continuity of support and learning when transferring pupils with SEN
- undertaking day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies.

- **Leading and managing staff**

Support staff are involved in working with pupils with SEN by ensuring all those involved have the information necessary to secure improvements in teaching and learning and sustain staff motivation.

Key tasks may include:

- ensuring all members of staff recognise and fulfil their statutory responsibilities to pupils with SEN/EAL.
- contributing to the professional development of staff, including whole-school CPD provision.
- providing regular information to the head teacher and governing body on the evaluation and impact of SEN/EAL provision.

- **Efficient and effective deployment of staff and resources**

Identify, with the support of the Headteacher and governing body, appropriate resources to support the teaching of pupils with SEN/EAL and monitor their use in terms of efficiency, effectiveness and safety.

Key tasks may include:

- identifying resources needed to meet the needs of pupils with SEN/EAL and advise the of priorities for expenditure.
- advising Headteacher and governing body on the efficient and effective deployment of staff.
- maintaining and developing a range of resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN/EAL policies.

Responsibilities Specific to the Post

- To be an inspirational and outstanding practitioner in SEN/EAL.
- To have due regard to the requirements of the National Curriculum, including the SEN Code of Practice.
- To hold or gain the accreditation of the National Award for SEN Coordination (NaSENCO) within the first three years of post.

Data protection

Being aware of the Trust's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this.

Maintaining client records and archive systems, in accordance with departmental procedure, policy and statutory requirements.

Confidentiality

Being expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the Trust's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are also internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Safeguarding Children and Safer Recruitment

Hawkes Farm and Burfield Academies are committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

An ENHANCED DBS check is required for this post.

This Job Description is subject to annual review and alterations may be negotiated to reflect the changing needs of the school.

PERSON SPECIFICATION SENCO

	Essential	Desirable
Qualifications	<p>Qualified Teacher Status A commitment to further professional development.</p>	<p>To hold or gain the accreditation of the National Award for SEN Coordination (NaSENCO) within the first three years of post</p>
Experience	<p>In addition to that of the Class Teacher, the SENCo will have experience of:</p> <ul style="list-style-type: none"> - Successful teaching in Primary phase. - Planning for a range of children with SEN/EAL, including the writing and reviewing of IEPs. - Working effectively with outside bodies to support children in own class with SEN. 	<p>In addition to the Class Teacher specification, the SENCo might have experience of:</p> <p>Experience of working with external bodies and professionals. Holding ANP (IEP) meetings with parents Seeking the support / advice of external professionals. Attending an Annual Review for a pupil with a statement/EHCP. Contributing to the school Provision Map.</p>
Knowledge and understanding	<p>In addition to that of the Class Teacher, the SENCo should have knowledge and understanding of:</p> <p>The SEN code of practice.</p>	
Skills	<p>In addition to that of the Class Teacher, the SENCo will be able to:</p> <ul style="list-style-type: none"> - Support colleagues in meeting the wide ranging needs of SEN/EAL children. - Seek and take advice from external bodies. - Manage his/ her time effectively. - Analyse and interpret data regarding the progress of SEN pupils. 	
Personal characteristics	<p>In addition to that of the Class Teacher, the SENCo will be:</p> <ul style="list-style-type: none"> - Extremely well organised. - Passionate about inclusion - Confident in approaching external bodies - Able to motivate self and others. - Stay calm under pressure. - Have excellent communication and written skills. - Self motivated 	