

<b>JOB TITLE:</b>	SENCo
<b>GRADE/SALARY:</b>	Leadership Scale 1-8
<b>REPORTING TO:</b>	Head of School and Deputy Head
<b>RESPONSIBLE FOR:</b>	SEND Team
<b>LIAISING WITH:</b>	SLT, other Curriculum Leaders, Deputy Curriculum Leaders, Lead Teacher team, Phase Leaders, the learning support team and other relevant staff with cross-academy responsibilities, partner primary schools, other academy partners and parents.

## JOB PURPOSE

- To **strategically lead** the direction and development of inclusion and SEN provision in accordance with the aims and objectives of the academy and wider Trust.
- To **raise standards** of student attainment and achievement across the academy by:
  - liaising with other leaders to ensure the provision of an appropriately relevant and differentiated curriculum for inclusive learning.
  - providing strategic leadership for all aspects of inclusive education.
  - developing systems and enhancing Student Engagement.
  - developing effective partnerships with all Children's Services.
  - developing and enhancing the teaching practice of others.
- To **effectively evaluate** the impact of initiatives and strategically **plan for improvement** by managing and deploying all financial and physical resources within the area.

## KEY RESPONSIBILITIES AND ACCOUNTABILITIES

### Leadership

- To provide the strategic leadership for inclusion provision in accordance with the aims and objectives of the academy.
- To act as a Designated Safeguarding Lead, acting as point of advice, referral and responsibility.
- To be accountable for the attainment and progress of SEN and CLA students (including the named CLA officer).
- To be accountable for developing inclusive learning strategies that complement the academy's Behaviour for Learning (BfL) strategy and promotes a vibrant learning environment throughout the academy.
- To lead the Academy's strategies for supporting students with medical needs.
- Working in partnership with the senior leader responsible for BfL by supporting and developing intervention strategies that meet the needs of SEN Students and evaluate the impact on the day-to-day running of the academy.
- To be accountable for the development of effective partnerships with all Children's Services.
- To lead on the strategic development of student welfare and inclusion services.
- To be accountable for the establishment and effectiveness of the policies and procedures needed to achieve these aims and objectives.
- To be responsible for the management of resources to ensure that the aims and objectives can be achieved.

- To link with the other leaders to ensure that the academy's inclusive education provision fully reflects the academy's distinctive ethos and mission.

### **Curriculum**

- To lead curriculum development for the whole inclusion provision e.g. alternative curriculum pathways.
- To liaise with the appropriate member of senior leadership to ensure the delivery of an appropriate, high quality curriculum programme which meets the needs of all students.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- To lead the development of appropriate syllabi, resources, SoW, assessment policies, and learning and teaching strategies in the area.
- To maintain accreditation with the relevant examination and validating bodies.

### **Learning**

- To lead on the effective provision of inclusive education, including the CPD of all staff; developing and enhancing the teaching practice of all colleagues, implementing improvements where required.
- To establish common standards of practice within the area and develop the effectiveness of teaching and learning styles.
- To keep up to date with national developments in teaching practice and methodology.
- To conduct 'learning walks' and other learning evaluation strategies in accordance with academy policy.

### **Staff Development**

- To work with the senior leader team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To undertake Performance Management Review(s) and to act as reviewer for identified staff.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy procedures.
- To be responsible for the efficient and effective deployment of relevant learning support staff.
- To participate in the academy's ITT programme.

### **Assessment**

- To establish a robust target-setting process within the area of responsibility.
- To ensure the maintenance of accurate and up-to-date information concerning SEN students and support the development of academy MIS.
- To evaluate the performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken.
- To produce reports on examination performance, including the use of value-added data.
- To provide all relevant bodies with robust information relating to SEN provision.

### **Communication**

- To ensure that all team members are familiar with its aims and objectives of the SEN team.
- To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders.
- To liaise with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies.
- To represent the academy's views and interests in a professional manner.

### **Management of Resources**

- To efficiently manage the available resources of space, staff, finance and equipment within the limits, guidelines and procedures laid down; to deploy any relevant budgets, acting as a cost centre holder,

ensuring that equipment and stock is requisitioned, organised and maintained, and appropriate records are kept.

- To work with the senior leader team to ensure that the areas teaching commitments are effectively and efficiently timetabled.

### **Pastoral System**

- To monitor and support the overall progress and development of all academy students.
- To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary.
- To ensure the Behaviour Management System is used so that effective learning can take place.

### **Operational**

- To promote teamwork and to motivate staff to ensure effective working relations.
- To be responsible for the day-to-day line management of identified staff, ensuring that they follow academy policies and meet all requirements and deadlines.
- To make appropriate arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff where appropriate.

### **Other Specific Duties**

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

			Assessed by:	
No.	CATEGORIES	ESSENTIAL/ DESIRABLE	APP FORM	INTERVIEW / TASK
QUALIFICATIONS				
1	Education to degree level or equivalent	E	✓	
2	Qualified Teacher accreditation	E	✓	
3	SENCO qualification or commitment to working towards qualification.	E	✓	
4	An excellent track record of recent, relevant professional development	E	✓	
EXPERIENCE AND KNOWLEDGE				
5	Accountability for the performance of a significant cohort of SEN students	E	✓	✓
6	Evidence of good/outstanding classroom practice	E	✓	✓
7	Taking accountability for the success of an initiative	E	✓	✓
8	Leadership of a community project or an area of school development	E	✓	✓
9	Understanding of Safeguarding and Child Protection issues	E	✓	✓
10	Sustained track record of successful performance as an excellent teacher in relevant subject area.	E	✓	✓
11	Excellent knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve highly.	E	✓	✓
12	Experience of supporting SEN/D pupils or pupils with behavioural issues.	E	✓	✓
13	Excellent knowledge and well-informed understanding of the assessment requirements and arrangements for the curriculum areas being taught.	E	✓	✓
14	A depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.	E	✓	✓
15	Demonstrate highly effective pedagogical practice.	E	✓	✓
16	Have an excellent knowledge and understanding of the relevant subjects/curriculum areas and related pedagogy, including how learning progresses within them.	E	✓	✓
17	Have an excellent knowledge on matters concerning equality, inclusion and diversity in teaching.	E	✓	✓
18	Experience of forging community/voluntary/ parent and partner agency links.	D	✓	✓
19	Innovative approaches to working with students, parents, staff and the local community	E	✓	✓
20	The principles and practices of strategic and operational planning and delivery	E	✓	✓

21	Working with young people and inner city communities	D	✓	✓
22	Innovative use of resources	D	✓	✓
23	Different methods of consulting with stakeholders	D	✓	✓
24	Community/voluntary/parent/partner agency links	D	✓	✓
25	Strategies for ensuring equal opportunities for staff, students and other stakeholders	D	✓	✓
<b>ABILITIES AND SKILLS</b>				
26	Work effectively both as a leader and as a member of a team	E	✓	✓
27	Excellent ability to assess and evaluate.	E	✓	✓
28	Ability to know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the academy.	E	✓	✓
29	Have an excellent ability to provide learners, colleagues & parents/carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promote pupil progress.	E	✓	✓
30	Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership.	E	✓	✓
31	Understanding of student's welfare and pastoral needs.	E	✓	✓
32	Full working knowledge of relevant policies/codes of practice legislation.	E	✓	✓
33	Make decisions based on analysis, interpretation and understanding of relevant data and information	E	✓	✓
34	Demonstrate good judgement	E	✓	✓
35	Ability to participate professionally in meetings	E	✓	✓
36	Deal with student's personal and other crisis	D	✓	✓
37	High personal standards	E	✓	✓
38	Reliability, integrity and stamina	E	✓	
39	Respect confidentiality	E	✓	✓
40	Commitment to personal development and learning	E	✓	✓