



Stopsley High School

Job Description

Post: SENDCO

Salary: Leadership 6 - 10

Safeguarding Children: This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

A teacher at Stopsley High School is responsible for carrying out the duties of a teacher as set out in the DfE Teachers Standards Document and as outlined in the DfE School Teachers' Pay and Conditions 2021 Document.

The SENCO is responsible for:

The SENCO, under the direction of the Assistant Headteacher for Inclusion, will play an important role in leading and managing the provision of all students with additional educational needs and fulfil the role of Special Educational Needs Coordinator to support high quality teaching, effective use of resources, and high standards of learning and achievement for all students.

Qualities

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct.
- Build positive and respectful relationships across the school community.
- Serve in the best interests of the school's students.

Strategic Direction

- Disseminate good practice in SEN across the school.
- Promote a culture and practices that enables all students to access the curriculum.
- Have ambitious expectations for all students with SEN and disabilities.
- Make sure the school works effectively with parents and professionals to identify additional needs and provide support and adaptation where appropriate.
- Identify, and co-ordinate SEN intervention programmes across the whole academy
- Promote and embed high quality teaching across all departments as the primary tier of intervention for students with additional needs.
- Provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different students to ensure the effective development of a students' literacy, numeracy and emotional wellbeing.
- Monitor teaching and learning activities to meet the needs of pupils with SEN.

- Identify and deliver interventions that will develop pupils' ability to work independently.
- Liaise with other schools/college providers to ensure continuity of support and learning for Yr6 and post-16 transitions.
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice Assessment and Self-Evaluation.
- Support the monitoring of the effectiveness of provision, targets and levels of all students with additional educational needs.
- Support the Senior Leadership Team in the devising, implementation and updating of SEND policies which reflect the school's commitment to high achievement, and effective teaching and learning.
- Prepare SEN reports for publication on the school website and update annually
- Analyse whole school SEND data to effectively identify students who are seriously underachieving and, where necessary, create and implement effective plans of action to support those students.
- Oversee and manage exam access arrangements in line with latest Joint Council for Qualifications guidance.
- Set up systems for identifying, assessing and reviewing SEN Baseline literacy and numeracy testing and follow up assessment.
- Update the headteacher and governing body on the effectiveness of provision for students with SEN
- Develop understanding of learning needs and the importance of raising achievement among students.
- Maintain an up-to-date SEN register.

Relationship with Parents and the Wider Community

- Keep up-to-date with national and local policies related to SEN and cascade information to colleagues
- Ensure that SEN funding is applied for and managed in line with current guidance from Luton. This will include using any funding tools and processes for students with and without EHCPs.
- Provide regular updates on student progress through written reports and meetings with parents. Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about the curriculum, targets and attainment.
- Make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists.
- Carry out assessments of students with SEN to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents.
- Lead meetings with parents/carers.
- Fulfil statutory duties for the role of SENCO as set out in most recent DfE guidance and in line with Luton Council's SEN processes (e.g. oversee the management of provision for students with EHCPs, coordinate annual review meetings and recommended arrangements are submitted within required deadlines).

Managing Staff and Own Performance

- Lead and coordinate meetings of curriculum support staff, communicate information to staff and co-ordinate resulting action.
- Monitor the day-to-day management of the Learning Support work areas, creating a safe, effective and stimulating environment for the teaching and learning of Learning Support
- Establish clear expectations and constructive relationships among staff including team working and mutual support: devolving responsibilities, delegating tasks and developing accountability
- Contribute regularly to the professional development of colleagues.

Managing Resources

- Manage appropriate SEND resources and ensure that they are used efficiently, effectively and safely.
- Oversee and evaluate the faculty budget allocation to ensure the budget is spent in line with subject learning priorities and best value principles.
- Manage the curriculum support team capitation budget and resources, establishing staff and resource needs.
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to students with SEND.
- Coordinate and lead the work of TAs.
- Provide training opportunities for TAs and other teachers to learn about SEND.