

Job Description

Assistant Headteacher for Inclusion (SENCO)

SCALE: Leadership Scale TBC- dependent on skills and experience

RESPONSIBLE TO: Headteacher

Job purpose

To take responsibility for the day to day operation of provision made by the school for pupils with SEND, including those with SEMH, 'Vulnerable Learners' and Pupil Premium. To provide professional guidance in the area of SEND, in order to secure high quality teaching and learning and the effective use of resources to bring about improved standards of achievement for SEND pupils.

The post holder is expected to interact on a professional level with colleagues in order to promote a mutual understanding of the school curriculum and its impact on the school SEND policy, with the aim of improving teaching and learning across the school. The post holder will be expected to network and liaise with outside agencies and SENDCo's across the family of schools and wider, with the aim of ensuring a consistency of approach.

To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for SEND pupils.

This role includes the responsibility of acting as the school's Designated teacher for Looked After (LAC) and Previously Looked After Children (PLAC), taking responsibility within the school to promote the educational achievement of these pupils. The role also includes being part of the Schools Designated Safeguarding Team.

Duties and responsibilities specific to the post

Strategic Direction:

1. Develop, implement, monitor and maintain SEND policies and practices with all stakeholders which reflect the school's commitment to high achievement for all and which are consistent with national and school strategies and policies.
2. Establish short, medium and long term plans for the development and resourcing of the SEND function.
3. Lead on the strategic planning and day to day coherent co-ordination of SEND provision across
4. the school.
5. Leading on the delivery of appropriate intervention support for pupils across the school by developing support programs, schemes of learning and teaching and learning materials.
6. Monitoring and evaluating interventions
7. Monitor the progress made in achieving plans and targets, and evaluate the impact on teaching and learning.

Leading and managing staff:

1. Has or is working towards the national qualification for SEND (e.g. NASEN) which should be completed within two years.
2. Lead the professional development of staff within the SEND area and evaluate the impact on teaching and learning.
3. Coach all members of staff across the school to recognise and fulfil their statutory responsibilities to pupils with SEND.
4. Line management of support staff who are working with pupils who are SEND
5. Disseminate good practice relating to SEND through high quality INSET and support mechanisms.
6. Manage the school's budget for SEND and monitor effectiveness.
7. Develop an understanding of SEND across all staff.
8. Develop support systems to ensure the support and development of all staff working within the SEND area.
9. Plan, delegate and evaluate work carried out by team(s) and individuals, and ensure a consistent approach regarding SEND across the school.
10. Attend parent consultation evenings and keep parents informed about their child's progress.

Teaching and Learning:

1. Teach classes and groups of pupils, as directed
2. Monitor pupils' learning and progress in response to teacher/parent concerns
3. Provide guidance on a choice of appropriate teaching and learning methods and support relating to the delivery of these methods.
4. Collect and interpret specialist assessment data.
5. Ensure plans are differentiated appropriately and evaluate the impact on teaching and learning.
6. Evaluate the quality of teaching and standards of achievement /attainment for pupils with SEND and set targets for quality controlled improvement.
7. Advise teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs;

Systems & Processes:

1. Ensuring that the school systems and processes are well considered, efficient and fit for purpose.
2. Providing a safe, calm and well ordered environment for all pupils and staff.
3. Valuing excellent practice by establishing rigorous, fair and transparent systems and measures for managing the performance of all staff.
4. Actively supporting the governing body to understand its role and deliver its functions effectively.

Associated activities:

- To support new staff and offer appropriate induction.
- To embrace and engage in professional development opportunities to develop knowledge, skills and understanding of leadership.
- To write and manage the review and updating of Educational Health Care Plans.
- Responsibility of acting as the school's Designated teacher for Looked After (LAC) and Previously Looked After Children (PLAC).
- Leading responsibility for the development and implementation of LAC students' Personal Education Plans (PEPs) alongside outside agencies, acting as the central point of contact within the school for LAC students and ensuring their personal needs are met.
- Being part of the Schools Designated Safeguarding Team.

In line with the SEN Code of practice:

In relation to each of the registered pupils who the SENDCo considers may have special educational needs;

- Informing a parent of the pupil that this may be the case as soon as is reasonably practicable;

- Identifying the pupil's special educational needs,
- Co-ordinating the making of special educational provision for the pupil which meets those needs,
- Leading on provision mapping
- Monitoring the effectiveness of any special educational provision made for the pupil,
- Securing relevant services for the pupil where necessary (including making, tracking referrals and acting on advice),
- Ensuring that records of the pupil's special educational needs and the special educational provision made to meet those needs are maintained and kept up to date,
- Liaising with and providing information to a parent of the pupil on a regular basis about that pupil's special educational needs and the special educational provision being made for those needs,
- Provide workshops and consultation surgeries for parents of pupils with SEND,
- Ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's special educational needs and the special educational provision made to meet those needs is conveyed to the appropriate authority or (as the case may be) the proprietor of that school or institution,
- Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- Preparing and reviewing the information required to be published by the appropriate authority pursuant to [the Education (Special Educational Needs)(Information)(England) Regulations 2014], the objectives of the appropriate authority in making provision for special educational needs, and the special educational needs policy referred to in [paragraph 1 of Schedule 1 to those Regulations].

Generic duties and responsibilities:

To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition the post is subject to compliance with:

- School policies and guidelines on the curriculum and school organisation
- Borough policies
- National Professional Standards for Teachers
- The Conditions of Service for School Teachers in England and Wales and with locally agreed conditions of employment
- SEND Code of Practice

The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers' Pay and Conditions Document.

The postholder shall ensure the duties of the post are undertaken with due regard of the Trust's Health & Safety Policy and to their personal responsibilities under the provision of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation.

The postholder shall carry out these duties with due regard to the Trust policies, procedures and priorities.

All Connect Education Trust Staff Will:

- Promote equality of opportunity
- Follow Safeguarding Guidelines and Child Protection policy/procedures
- Contribute to producing/delivering priorities in the School Improvement Plan
- Keep their own performance under review, contributing to monitoring, evaluation and review and participate in performance management/appraisal
- Promote positive attitudes and behaviour
- Contribute to the smooth day to day running of the school

- Be committed to achieving the school values
- Work to develop the school/s to be successful and inclusive
- Respond promptly to concerns from parents, staff or students
- Promote the school in the community
- Work in partnership with all colleagues including the Governing Body
- Support Codes of Professional Ethics/Safe Practice in the Staff Handbook
- Have regard for and act in accordance with Health and Safety policy/practice
- Celebrate success of pupils and staff

All Connect Education Trust Schools are committed to safeguarding and promoting the welfare of children and young people. Therefore, all workers and employees within Enfield are expected to share this commitment.

Special Educational Needs Co-Ordinator (SENDCo)

Person Specification

Education and Training	E	D	Evidence
Qualified Teacher status	*		A
Relevant SENCO qualification		*	A
Experience			Evidence
Leadership of a curriculum area or year group including the responsibility for raising standards across the whole school	*		A/I/R
Experience of effective teaching, assessment and target setting to increase pupil engagement and achievement	*		A/I/R
Ability to show impact of leading whole school developments		*	A/I/R
Experience of coaching and mentoring NQTs/ECTs and other colleagues to affect school improvement		*	A/I/R
Experience of line managing groups of staff	*		A/I/R
Ability to create bespoke provision maps with targeted intervention strategies for all vulnerable pupils or groups of children with additional needs	*		A/I/R
The ability to analyse data, to evaluate the performance of pupil groups, pupil progress and design actions for whole school improvement		*	A/I/R
An excellent classroom practitioner, delivering at least consistently good lessons	*		A/I/R
Ability to develop the whole school-learning environment, whether physical or virtual, to improve pupil engagement, raise achievement and provide a stimulating space to learn and play, especially for pupils with additional needs		*	A/I/R
To have had experience of planning and delivering school based INSET		*	A/I/R
Use a wide range of office equipment and ICT software and information systems in an administrative environment		*	A/I/R

Have a knowledge of and commitment to school policies including Safeguarding, Health and Safety and Equal Opportunities		*	A
Working knowledge of Microsoft Word, Excel, PowerPoint, Google Workspace (e.g. Google: Sheets, Docs, Classroom, Drive, Google Slides, Mail, Sites)	*		A
Practical understanding of the range and use of assistive technology		*	A/I/R
Experience of being a Designated Safeguarding lead or Designated child Protection Officer		*	A/I/R
Skills, abilities and attributes	E	D	Evidence
An interest and understanding of pupils with SEND and SEMH	*		A/I/R
Ability to identify, research and adopt the most effective teaching approaches for students with SEND.	*		A/I/R
Thorough knowledge on the SEN Code of Practice, maintaining a SEND register and keeping records up to date.	*		A/I/R
Excellent written and oral communication skills	*		A/I/R
Ability to establish priorities, manage conflicting priorities and to meet agreed targets and deadlines	*		I/R
Ability to communicate with staff, parents, professionals in an effective and timely manner.	*		A/I/R
Knowledge and understanding of safeguarding and child protection policies & procedures.		*	A/I/R
Strong moral purpose and commitment to the principles of inclusive education.	*		A/I/R
Be committed to continuing professional development through wider reading, research and membership of professional organisations	*		A/I/R
Possess an awareness of the importance of emotional intelligence in managing oneself and others and an ability to maintain professional integrity.	*		A/I/R
Well-developed interpersonal skills, including ability to be assertive	*		I/R
Ability to communicate effectively and to build positive relationships with all stakeholders	*		A/R
Integrity, sound professional judgement, ability to maintain confidentiality and loyalty	*		A/R
Clear commitment to the team approach; able to exchange ideas and provide support for colleagues	*		A/I/R
Willingness to carry out duties beyond the job description when occasion demands	*		A/I

Willingness to participate in relevant training and development	*		A/I/R
Commitment to upholding the vision and values of the Connect Education Trust	*		A/I
Be able to maintain a good work life balance	*		A/I/R

E = Essential

D = Desirable

I = Interview

A = Application

R = Reference