

<b>Job Title:</b>	SENCO
<b>Grade:</b>	Leadership Payscale
<b>Responsible to:</b>	Headteacher and Trust SEND Lead
<b>Key Relationships:</b>	Pupils, parents, class teachers, head teacher, SEN strategic lead, Area Director, SEN admin administrator and external agencies.
<b>Job Purpose:</b>	To lead, manage, and develop high-quality SEND provision across one or more schools within Learn Academies Trust, ensuring inclusive practice and excellent outcomes for pupils with special educational needs and disabilities.

## **Main Duties and Responsibilities**

### **Strategic Leadership**

- Develop and implement the SEND strategy aligned with the Trust's vision and values.
- Ensure compliance with the SEND Code of Practice, Equality Act 2010, and Children's Act 2014.
- Contribute to school improvement planning and self-evaluation with a focus on SEND.

### **Operational Management**

- Be responsible and oversee the day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability.
- Maintain accurate SEND registers and provision maps.
- Coordinate Assess, Plan, Do, Review (APDR) cycles for pupils with SEND.
- Lead EHCP processes, Annual Reviews, and liaise with the Local Authority.

### **Support and Guidance**

- Provide professional guidance to staff on inclusive teaching and differentiation, working closely with other agencies.
- Lead CPD for staff on SEND-related topics.
- Through effective communication and understanding, provide support and guidance for parents and families of children with SEND.
- Work closely with parents/carers, external agencies, and other schools to ensure continuity of support.

### **Monitoring and Evaluation**

- Have a strategic overview of provision for pupils with SEN or a disability across any relevant Trust schools, monitoring and reviewing the quality and effectiveness of interventions and provisions.
- Analyse data to evaluate progress and outcomes for SEND pupils.
- Report regularly to SLT and governors on SEND provision and impact.

### **SPECIAL FACTORS:**

Subject to the duration of the need, the special conditions given below apply:

- The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- Expenses will be paid in accordance with the Local Conditions of Service.

This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006. Therefore, a DBS enhanced check for a regulated activity (includes a barred list check) is an essential requirement.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Learn Academies Trust is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

## Person Specification

	Essential	Desirable	How Assessed
<p><b><u>Qualifications</u></b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS).</li> <li>• National Award for SEN Coordination (or willingness to complete).</li> </ul>	<p>*</p> <p>*</p>		<p>App/Doc</p> <p>App/Doc</p>
<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>• Proven experience in supporting pupils with SEND.</li> <li>• Strong knowledge of SEND legislation and best practice.</li> <li>• Experience working across multiple schools or within a MAT.</li> <li>• Experience managing EHCP processes and liaising with external agencies.</li> <li>• Familiarity with Provision mapping systems.</li> <li>• Experience in coaching or mentoring staff.</li> </ul>	<p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p>
<p><b><u>Ability to Communicate Clearly</u></b></p> <ul style="list-style-type: none"> <li>• Excellent communication and interpersonal skills.</li> <li>• Ability to lead and inspire staff across settings.</li> </ul>	<p>*</p> <p>*</p>		<p>App/Int</p> <p>App/Int</p>
<p><b><u>Personal Qualities</u></b></p> <ul style="list-style-type: none"> <li>• Hard working, flexible, enthusiastic, determined and resilient.</li> <li>• Non-judgemental, demonstrate sensitivity and tact – able to develop positive and effective relationships with pupils, parents, staff and outside agencies.</li> <li>• Able to work under pressure and recognise and manage stress.</li> </ul>	<p>*</p> <p>*</p> <p>*</p>		<p>Int/Ref</p> <p>App/Int/Ref</p> <p>App/Int/Ref</p>

### Key for Person Specification:

App = Application

Int-Interview

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)

Ref = References