

Job Description

POST: SENCO

RESPONSIBLE TO: The SENCO is directly responsible to the Director of Inclusion.

SALARY: MPS/UPS plus TLR1

LOCATION: The Telford Langley School

WORKING PATTERN: 1.0 FT

DISCLOSURE LEVEL: Enhanced

KEY RELATIONSHIPS: All leaders and staff including Senior Teams in the area of student progress SLT, OLT, HODs, Heads of House, teaching/support staff, external agencies and parents

RESPONSIBLE FOR: The provision of a full learning experience and support for students

MAIN PURPOSE:

- To support the Strategic Leadership of our school as directed by the Director of Inclusion.
- To support the leadership of the additional needs department ensuring an exceptional climate for learning in which staff and vulnerable learners are able to flourish, academically, personally and socially.
- Ensure that our values are put into practice in the day to day running of the department.
- Support the work of curriculum leaders to ensure that pupils needs are met.
- Ensure that relevant policies and procedures are fit for purpose and are applied robustly and fully.
- Model operational and strategic excellence.
- To raise levels of achievement and standards through high quality line management and the implementation of an effective curriculum and assessment processes across the school.
- To contribute to the development and leadership of all teams.
- To model our values.
- To ensure our school are distinctive as centres of excellence.
- To deputise for the Director of Inclusion as and when necessary. In the absence of the Director of Inclusion, assume overall responsibility for the smooth running of the additional needs department.
- To ensure the effective and efficient deployment of resources to achieve value for money.
- Ensure a positive and purposeful learning centred partnership with the community.

SPECIFIC RESPONSIBILITIES

Leadership of SEND:

- To play an important leadership role alongside the Director of Inclusion, SLT and governing body in determining the strategic development of SEND policy and provision in the academy.
- Support the day-to-day leadership of coherent coordination of SEND provision across the school.
- To provide professional guidance and training to colleagues and will work closely with staff, parents and other agencies. Be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

Other key responsibilities to include:

- Overseeing the day-to-day operation of the school's SEND policy to ensure pupils needs are met.
- Co-ordinating provision for children with SEND developing support programmes, schemes of learning and teaching and learning materials.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Develop and embed screening, verbal and diagnostic systems where necessary to ensure pupils needs are met.
- Raising standards at all Key Stages by using assessment data and evidence based practice to inform decision making, and evaluate, report on and intervene with the progress of SEND pupils and other vulnerable learners.
- Liaising with parents and staff of targeted students at KS3 and 4 to support them in meeting academic targets.
- Lead on the implementation of exams access arrangements.
- Offering consultation and advice to students regarding college placements and further education.
- Develop and maintain partnerships with external agencies.

TEACHING, LEARNING AND GUIDANCE

In collaboration with senior teams:

- Ensure excellence in classroom practice informed by the principles of Assessment for Learning.
- Drive up standards.
- Line manage staff and distribute responsibilities.
- Model excellence in leadership and day to day practice to include teaching, care and welfare.
- Design and implement effective student advice and guidance systems across the school.

RELATIONSHIPS

- Ensure an excellent climate for learning across the school.
- To ensure positive relationships for learning as part of the leadership of the additional needs department.
- To work with other leaders, ensuring an intelligently consistent approach to the management of behaviour, sanction and reward.
- Model an emotionally intelligent approach to ensuring excellence in behaviour for learning.

STAFF:

- Lead, guide, support, mentor and develop senior and other staff. Hold staff to account for their work.
- Set expectations for all staff and students, in the context of school policies, and help them to achieve those standards in relation to day to day working practice.
- With the Director of Inclusion identify and respond to the professional learning needs of staff utilising all available expertise and provision.
- With the Director of Inclusion ensure effective induction, support and training for new staff and trainee teachers.
- Develop effective working relationships with all teams.
- Participate in recruitment and selection.
- Act as a positive role model for staff on a day-to-day basis and lead others with high levels of emotional intelligence and adopting a professional persona that all staff can rely on for support, leadership and guidance.

COMMUNICATION:

- Support the Director of Inclusion to provide relevant information for Governing Body Meetings.
- Ensure effective collaboration and consultation with staff, parents and students.
- Liaise and work with partner schools, parents, and other relevant external agencies (e.g. Social Services).
- Excite and engage visitors at Open Evenings and other events.
- Ensure regular communication between teachers and parents.
- Support effective management of accommodation and learning resources.

OTHER SPECIFIC RESPONSIBILITIES:

- Comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.
- This job description may be changed by the Headteacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title.

SAFEGUARDING CHILDREN -

CAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Head of Human Resources. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

ENGLISH DUTY -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of tea identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures our schools are among the best in the country.

Person Specification

	Essential	Desirable
Qualifications	• Qualified Teacher status • Good honours degree • Qualified SENDCO Status (to be completed within 3 years of appointment)	• Specialist qualifications in SEND (including SPLD, SEMH, ASD, ADHD) • OCR Level 7 Diploma in assessing and teaching learners with specific learning difficulties • Evidence of continuous INSET with particular reference to Special Educational Needs (SEN)
Experience	• Teaching to pupils at KS3 and KS4 Evidence of continuing professional development (specifically in the area of SEN) • Evidence of working collaboratively with colleagues • Experience of leading a team of teachers on the curriculum initiative • Experience of budget management • Experience of working alongside other teachers in development and learning • Experience of setting targets and monitoring, evaluating and recording progress	• Experience teaching across the age range of the school, dealing with a range of SEND • Experience and understanding of Access Arrangements with a working knowledge of JCQ regulations
Knowledge and Understanding	• The SEN Code of Practice and its practical application • The EHCP process and the evidence needed • Referral to external agencies • Current understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills • Good understanding of the principles behind school improvement including school improvement planning, monitoring, reviewing and evaluation of progress	• Using comparative information about attainment • The funding support mechanism for SEND • The roles and responsibilities of multi-professional agencies such as Educational Psychologists • An understanding of the broader secondary and primary context, and Government initiatives to raise achievement
Personal Qualities	▪ High level of commitment to inclusive education and Equal Opportunities ▪ Is committed to raising standards for all students in pursuit of excellence ▪ High level of integrity, honesty and fairness ▪ High professional standards ▪ Demonstrate high levels of energy and ability to work under pressure ▪ Have strong leadership skills which recognise and respond to	

	difficulties as well as celebrate the achievements of the school ▪ Ability to lead, inspire, motivate and manage people ▪ Committed to effective working relationships, giving and receiving support from others ▪ Lead by example and model excellent practice ▪ Ability to communicate as an active listener, orally and in writing ▪ Good reasoning powers and the ability to make considered decisions in a variety of situations ▪ Readiness to reflect on practice ▪ Self-motivated and able to work with initiative ▪ Demonstrate effective time management skills ▪ Strong commitment to the school ethos ▪ Committed to developing the global dimension of the school ▪ Has a real presence and personal impact within school	
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