LION ACADEMY TRUST
YOUR CHILD, OUR PRIORITY

Job Description

Job title:	**SENCO**
School:	**Limebrook Primary School & Nursery**
Responsible to	**Head Teacher, Deputy Head Teacher**
Location:	**Essex**
Salary:	**M1 - M6 plus SEN allowance**
Contract type:	**Part-Time, Permanent**

CORE PURPOSE:

To lead learning in Lion Academy Trust/ Limebrook Primary School and guide staff in developing consistent practice in the teaching and learning and provision for SEN pupils (including vulnerable and looked after children), ensuring high quality learning opportunities, pastoral care, safeguarding and behaviour through the management of inclusion so that all children achieve the highest standards of attainment and achievement.

Core duties

To carry out the duties as detailed in the SEN Code of Practice and meet the requirements of special educational needs children. The SENCO will be predominantly non class based but will be expected to support targeted groups of children when required.

To be one of the designated child protection officers overseeing child protection issues looked after children and the school's child protection team.

With the support of the Head of School, Deputy Headteacher

General responsibilities

To assist and support the Headteacher, Deputy Headteacher to:

- Lead and deliver a balanced high quality curriculum programme supporting SEN, and vulnerable children within the school which takes account of the specific educational and social needs of pupils in the context of a primary school in line with the expectations set out by the Lion Academy Trust. The school and trust meet the expectations within the SEN Code of Practice
- To be accountable, alongside the Inclusion Assistant Headteacher, for progress and achievement for SEN pupils and vulnerable children.
- Lead, challenge and continue to develop an effective team of teachers and support staff to ensure continued accelerated progress of children. The Inclusion team provides value for money.
- Monitor, challenge and improve the effectiveness of curriculum planning, intervention and provision delivery within the Inclusion umbrella to ensure rapid and sustained improvements in pupil achievement for SEN and vulnerable children.

- Deliver, in conjunction with other Inclusion Assistant Headteacher, a successful system
- of pastoral welfare for pupils in the school with particular responsibility for Safeguarding in line with the Lion Academy Trust expectations.
- In conjunction with other lead professionals, senior leaders and teachers, deliver, monitor and challenge all provision with a specific focus on intervention and differentiation that is in place for underachieving children SEN children and vulnerable children to ensure they make rapid and sustained progress.
- Maintain, challenge and ensure high standards of behaviour and discipline across the school in line with the Lion Academy Trust expectations and ethos.
- Develop and maintain effective lines of communication/service throughout the school and between staff, governors, parents, outside agencies, additional LAT schools and the wider community for SEN and vulnerable children..
- Maintain and continue to develop the ethos of the school in line with the Lion Academy Trust Expectations.
- Contribute to the strategic development of the school as part of the middle leadership team. This includes monitoring and evaluating provision for SEN as part of the self-evaluation process and the development of the school improvement plan.
- Keeping abreast of educational developments and associated funding streams through your own professional training and research.
- Supporting the head and deputy in ensuring that change is implemented effectively and smoothly.
- Promoting and supporting decisions/policies agreed by the senior leadership team and the Lion Academy Trust.
- Helping to maintain outstanding behaviour around the school at all times
- Carrying out appraisal of staff as part of the Lion Academy Trust Appraisal Policy
- Ensure the school intervention provision is of a high quality and includes stimulating learning environment/resources for all children.

Specific Core Duties

The SENCO has the responsibility:

- To monitor, challenge and ensure that the quality of provision for SEN and Vulnerable Children within the context of teaching and learning, intervention and specific needs is of a high quality and ensures rapid and sustained progress for all pupils in line with minimum national expectations. The Inclusion provision at Lion Academy Trust is minimum good.
- Identify, adopt and adapt the most effective teaching approaches for pupils with SEN, so that children's' specific needs are exceeded.
- Fully implement the LAT SEND Strategy.
- Monitor, challenge and adapt teaching and learning activities including all intervention and lower ability groupings to ensure that the learning is relevant, high quality and scaffolded to meet the individual next steps of learning for all pupils with SEN.
- Identify and teach study skills that will develop pupils' ability to work independently.
- Provide an annual comprehensive training package for teachers and support staff supported by the Deputy Head (CPD) to target SEN practice, skills, provision and knowledge which impacts directly on progress and outcomes for children. This includes tackling underperformance.
- Liaise with other schools and other senior leaders in Lion Academy trust schools to share and develop practice and to ensure continuity of support and learning when transferring pupils with SEN.

- Ensure the Inclusion teams supports the Assistant Headteachers, Senior and Middle Leaders, Teachers and Support Staff in raising levels of achievement throughout the school by supporting teachers in planning and preparation, providing high quality specific resources and ensuring the learning opportunities provided for these children are in line with their specific needs. This includes advising and supporting staff on curriculum planning and delivery for pupils with SEN.

- The inclusion team is responsible for developing home school links and encouraging parental involvement the in specific learning of SEN and vulnerable children including strategies on how to support their children through workshops, information sessions and 1:1 meetings other than just scheduled reviews.
- Ensuring that all expected planning, assessment and record keeping systems are followed and kept up to date with specific reference to pupils with SEN and vulnerable children.
- Deploying and managing the work of SEN /Support staff across the school to ensure maximum impact, value for money and rapid and sustained progress for targeted groups of pupils.
- Delivering and improving on current assessment, induction and monitoring procedures for SEN ensuring that targeted support is in place both rapidly and decisively so that all pupils receive the correct and focussed support across the school as quickly as possible.
- To ensure that all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN and vulnerable children.
- Identify and disseminate good practice in SEN provision and intervention across the school.
- Identify specific resources needed to meet the needs of pupils with SEN or additional educational needs and advise the head of school of priorities for expenditure.

Recording and assessment

- Ensure that there are challenging individual and group targets set for raising achievement among pupils with SEN and vulnerable children.
- Alongside the Assistant Headteacher for Inclusion collect and interpret specialist assessment data for SEN children measuring impact of support, intervention and quality of teaching. Identify areas for development and ensure adaptation of practice and provision is in place immediately to tackle underachievement.
- Where necessary, evaluate and adapt current systems for identifying, assessing and reviewing SEN children's needs that expedites identification and addresses needs.
- Provide regular updates to the head of school and governing body on the effectiveness and impact of provision for pupils with SEN and vulnerable groups. This includes actions /resources in place to target any underachievement.
- Ensure that there are processes in place for consultation and reporting to parents in line with statutory expectations.
- Maintain and lead on ensuring high standards of pupils' behaviour and discipline, within the framework of the school policy and support and challenge other staff as necessary so as to facilitate high quality learning and a safe environment for all children;
- Carry out any other additional duties deemed necessary directed by the Head of School

Specific Duties – Supporting Learning and Teaching in SEN

Planning:

- Liaise with other senior leaders , teachers and support in development and delivery of an effective SEN curriculum that meets the needs of all groups of pupils.
- Attend and contribute to strategy meetings to support implementation of the Inclusion Improvement Plan, in accordance with school strategy and direction;
- Liaise with the Assistant Headteachers in planning and monitoring intervention and targeted support for identified underachieving groups and ensuring that their provision is accurately and precisely targeted at needs across the phase. Regularly monitor the programmes of intervention to ensure they provide rapid and sustained progress for all individual pupils.
- Ensure that learning and provision is precisely planned for and evaluated so those that all pupils specific needs are catered for.

Staff development and support:

To provide leadership and support for colleagues with a specific focus on leading learning for SEN children in each year group working within the Lion Academy Trust Teaching and Learning Strategy.

This will include:

- Organising and delivering training, as needed, to groups of school staff.
- Supporting, monitoring and leading staff in the use of assessment information and processes to inform teaching and learning;
- Provide a model of minimum good SEN practice and provision.
- Providing in-class support to staff, through demonstrating high quality lessons, team teaching, observation and feedback.
- Undertaking personal and professional development in order to maintain an up-to-date knowledge of educational initiatives, technologies and pedagogy, in order to advise appropriately on future strategies and requirements;
- Conduct appraisal meetings with support staff to set professional development and pupil progress targets ensuring underperformance of children and the member of staff's own practice improves and is a minimum standard of good. Monitor, guide, support and challenge support staff's progress towards those targets.

Monitoring and review:

- Maintain consistently high standards of teaching and learning through the effective monitoring and evaluation of the delivery of the curriculum/provision through lesson observations, learning walks, planning and work scrutinise and pupil interviews;
- Ensure identified areas of inconsistency are tackled through support in the form of guidance, INSET, phase meetings, exemplification, modelling of learning or challenge ensuring the LAT benchmarks are used as reference points for minimum expectation. This includes follow up and reviews against identified targets, progress measures and expected time scales.
- Maintain high standards of attainment and achievement through the effective monitoring of pupil progress in a year group/clubs/services. Monitor pupil progress meetings with teachers, club and service leads, lead professional dialogue, maintain minimum expectations and ensure actions are being taken to ensure rapid progress or sustained progress of children where needed;
- Monitor assessment and recording procedures, ensuring that leaders/services leads undertake agreed procedures in line with school strategies and this is impacting directly on children's; learning and progress;
- Maintain records of non-contact and actions taken (in line with agreed priorities) to report the impact to the Leadership team.

External liaison:

- Liaise with relevant external agencies as appropriate, on specific teaching and learning issues relevant to your responsibility areas.
- Liaise effectively with parents/stakeholders/other schools to ensure excellent relationships between home and school in order to improve pupil's learning and behaviour. This includes been proactive in solving issues and reflecting a high stakeholder service to ensure that the relationships with parents and stakeholders impact positively on all pupils outcomes.

This job description sets out the duties of the post at the time it was drawn up. The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other relevant duties as directed by the Line Manager within the school as may be reasonably expected. This is not a common occurrence and would not justify a reconsideration of the grading of the post.