



Job Outline SENCo

Responsible to: Headteacher
Salary Grade: Leadership Point 5 - 9
Full time/Part time: Full time

Job Purpose:

To strategically lead the development of the school's Inclusion policy, with a focus on Special Educational Needs and Disabilities (SEND) provision. This involves overseeing the daily operation of the policy to ensure all SEND students raise their achievement levels and successfully access appropriate post-school destinations.

Key Responsibilities

Strategic Leadership

- Ensure that the school meets all its legal obligations under the most recent version of the SEND Code of Practice and with view of upcoming changes.
- Contribute effectively to the development of a positive and ambitious ethos in which all students have access to a broad, balanced and relevant curriculum and can fulfil their potential
- Review and update the SEND Policy regularly, working with the SLT and SEND link governor
- Self Evaluate SEND and Inclusive practice across the curriculum through robust audit tools
- Ensure that the objectives of the SEND Policy are reflected in all areas of the School Improvement Plan, that effective systems are in place to identify and meet needs
- Lead on student access arrangements for examinations

Knowledge and understanding

Have knowledge and understanding of:

- the characteristics of effective inclusive teaching and learning styles, including the main strategies for improving and sustaining high standards of student achievement and promoting positive working behaviours
- relevant research, national inspection evidence and legislation, including the SEND Code of Practice and equal opportunities legislation, and how these apply to students with SEND
- the requirements to communicate information effectively to external agencies, parents/carers and other schools or colleges on transfer
- how to contribute to the professional development of colleagues in relation to students with SEND

- the purpose of One Plans, IEPs, EHCPs, including taking responsibility for their formulation and planning their implementation and review;
- the arrangements for special provision for external examination requirements.

Planning and setting expectations:

- Analyse and interpret relevant national, local and school data, plus research and inspection evidence to inform the Inclusion and SEND Policy, practices, expectations, targets and teaching methods
- Work with students, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations are set for students with SEND

Managing student learning & achievement

- Ensure that students with SEND achieve their full potential
- To work with primary feeders and post school destinations to ensure successful transitions for SEND students
- Identify and disseminate the most effective teaching approaches for students with SEND
- Support the development of improvements in literacy, numeracy and ICT skills
- Identify and develop study skills to support students in their ability to work independently and learn more effectively
- Monitor and report on the progress of students with SEND/Additional Needs, evaluate the effectiveness of specific teaching and learning techniques and use the analysis to guide further improvement
- Support colleagues in having knowledge and understanding the learning needs of students with SEND/Additional Needs and the importance of raising their achievement

Students with medical conditions

- Ensure that the needs of students with medical conditions are met fully and information is disseminated to all staff regularly
- Advise and contribute to the support that students with medical conditions receive and ensure that the support they receive fully meets the Equality and Inclusion framework and Supporting Students with Medical Conditions framework

Assessment and evaluation

- Ensure that necessary procedures are in place for the identification and assessment of students needing additional support
- Collect and interpret specialist assessment data gathered on students and use it to inform practice
- Provide regular information to the Executive Headteacher, Head of School, SLT and Local Governing Body on the evaluation of the effectiveness of provision for students with SEND/Additional Needs to inform decision making and policy review

Managing and developing staff and other adults

- Lead and line manage the SEND Team
- Encourage all colleagues to recognise and fulfil their statutory quality first teaching responsibilities to students with SEND
- Communicate effectively with all relevant colleagues on special provisions for external assessments

- Advise, contribute to and, where appropriate, coordinate professional development to increase their effectiveness

Managing resources

- Organise and coordinate the deployment of learning resources, including members of the inclusion team, as well as information and communications technology, and monitor their effectiveness.
- To manage the annual budget for SEND in collaboration with the Headteacher

Relationships with parents/carers and wider community

- Develop and maintain effective partnerships with parents/carers of students with SEND/Additional Needs so as to promote students' learning; communicate effectively; provide information to parents/carers about targets, achievements and progress
- Develop effective liaison with external agencies in order to provide maximum support for students with SEND

Managing own performance and development

- Prioritise and manage your own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues
- Take responsibility for your own professional development

Teaching Duties

- The SENCo is expected to teach a reduced timetable
- Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision
- Work with others on pupil development to secure co-ordinated outcomes

Safeguarding

Fulfil personal responsibilities, and support the Headteacher in securing compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services
- Operating clear whistleblowing procedures
- Sharing information, with other professionals
- Take responsibility as the designated professional lead for Safeguarding
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- Operating and monitoring clear policies for dealing with allegations against people who work with children.

The Board of Trustees are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task needing to be undertaken may not be identified.

The post holder will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified within this job description.

This job description may be amended at any time following discussion with the Head teacher and/or COO, and will be reviewed annually.

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