



Felsted

FELSTED SCHOOL JOB DESCRIPTION SENCO & HEAD OF SUPPORT FOR LEARNING

RESPONSIBLE TO:

Deputy Head, Academic, and through them to the Head

CORE PURPOSE

The Special Educational Needs Co-ordinator (SENCO) & Head of Support for Learning (SfL) with the support of the Head and governing body or owner, takes responsibility for the day-to-day operation of provision made by the School for pupils with SEN/LDD and provides professional guidance in the area of SEN/LDD in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

SPECIFIC RESPONSIBILITIES

- Maintenance of an accurate and up to date SEND register;
- Monitoring of effectiveness of provision for pupils on the SEND register;
- Work with the Admissions team to ensure that prospective and new pupils are carefully and compassionately assessed, and that decisions are evidence-based;
- Leadership and oversight of intentional and consistently-delivered learning through high quality, responsive provision, that supports pupils in accessing the core subjects, but also the wider curriculum;
- Excellent learning progression and pupil outcomes in year 7 through 13 that exceeds baseline expectations, and seeks parity of progression with the wider cohort;
- Department monitoring and tracking, identifying and acting to address pupil underperformance, and to push the progress and learning ambition of pupils at all levels;
- Active and regular collaboration with the Heads of English, Maths & Science, Library & EAL departments to improve literacy and numeracy access to all curriculum subjects;
- Cross-curricular collaboration with departments promoting language and communication skills;
- Regular and close collaboration with Felsted Prep school curriculum leads to support an intentional and appropriately sequenced curriculum from Pre-R to Year 13;
- Regular department communication and collaboration, including purposeful department meetings;
- Line management of colleagues in the SfL team;
- Proactive and pre-emptive communication with the Academic Office and senior colleagues, as well as collaborative and proactive approach to staff performance and quality assurance of lessons and opportunities in the department;
- Proactive and careful management of exam access arrangements and provision for internal and external exams such as readers, scribes and venues;
- Support for colleagues in the department for:
 - Developing teaching practice through dept. and whole school CPD;
 - Recognising and valuing contribution;
 - Maintaining knowledge of exam board syllabus requirements;
 - Arranging good quality 'lesson cover' where absence arises;
 - Contributing to performance management of colleagues overseen by the Faculty Lead.

STRATEGIC LEADERSHIP & MANAGEMENT

- Develop and implement the school's SEND strategy in line with the School Improvement Plan (SIP).
- Regularly review and update the SEND Policy and the annual SEND Information Report.
- Manage the SEND budget, ensuring high-needs funding and the "Notional SEN Budget" are used effectively to provide value for money and impact.
- Provide termly reports to the Governing Body and the SEND Governor regarding the progress and attainment of SEND cohorts.

TEACHING, LEARNING & INTERVENTION

- Lead the school in Adaptive Teaching, coaching staff to meet needs within the high-quality first teaching framework.
- Design and oversee evidence-based interventions for pupils requiring SEN Support and those with Education, Health and Care Plans (EHCPs).
- Use school data systems to track the progress of SEND pupils, identifying and closing attainment gaps compared to their peers.

COMMUNICATION & EXTERNAL LIAISON

- Act as the primary point of clinical and educational contact for parents/carers of children with SEND.
- Coordinate with Educational Psychologists, Speech and Language Therapists (SALT), and CAMHS.
- Manage the complex transition of SEND pupils from KS2 to KS3 and onwards to Post-16 education.

Skills, Knowledge and Experience

Essential:

- Qualified Teacher Status (QTS)
- NPQ for SENCOs (or NASENCO if completed before 2024). New appointees must complete the NPQ within 36 months of taking the role
- Substantial experience in secondary teaching and evidence of middle or senior leadership
- Expert-level knowledge of the SEND Code of Practice (0–25) and the Equality Act 2010.
- High emotional intelligence, resilience, and the ability to manage difficult conversations with stakeholders
- Experience of teaching SEND pupils, ideally in the 11-18 age group
- Good organisational and time management skills
- Demonstrates consistently professionalism, reliability, trustworthiness and confidentiality
- Team player as well as able to take a lead role
- Support and be an ambassador of the Schools' Aims and Ethos
- Good communicator and motivator
- Consistently having a positive and constructive approach
- Reflective practitioner who actively keeps up to date with research and trends in learning support and teaching and learning generally
- Ability to work effectively with teachers, students and parents
- Desire to contribute to the life of the school
- Up to date knowledge on current legislation/statutory requirements and regulatory requirements in relation to school inspections.

TERMS OF EMPLOYMENT

- Contracted to work term-time
- Probationary period of two full terms
- Location of work will be Felsted School, Felsted, Essex, CM6 3LL
- Expected availability on a working day between 8.30am and 6pm Monday to Friday and until 4pm (in Senior School) on Saturdays, although teachers may not be required for this whole period (and when not required do not need to be in school).
- Teachers can submit a request for alternative hours or non-contact time to reduce the expectation of this availability (e.g. any member of staff could request that they be allowed to start late/finish early on a particular working day). This would be done through a Google

Form, shared with all CR in January with a deadline for submission of February half term. All requests are collated and reviewed as a whole by SLT. This enables the cumulative impact of the requests and to ensure fairness and consistency in those are approved.

- These decisions will be confirmed with teaching staff by the end of the Spring Term so that sufficient notice is provided (e.g. for childcare to be arranged for the September).
- There will be occasions when teachers will need to make arrangements to be in school in order to attend school events, as required by the Head, such as meetings, INSET days, Open Days, Parents' meetings. Teachers are expected to be available for any event published in the calendar that is relevant to their role. For any additional one-off events that are not published in the calendar, it is reasonable to expect teachers to attend if they are given at least two weeks' notice.
- All required taught lessons, meetings and PPA/PFC time are included.
- Teachers are also expected to be available for cover during any 'free periods'.
- The post holder has a responsibility to safeguard and promote the wellbeing of children and young people.

Felsted is committed to equal opportunities and maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'. Please note, it is an offence to apply for this position if barred from engaging in regulated activity relevant to children. All employees are subject to pre-employment checks including a Disclosure and Barring Service check.

Name: _____

Signed: _____

Date: _____