



# King Edward VI School

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Headteacher **Geoff Barton**

## JOB DESCRIPTION & KEY ACCOUNTABILITIES

**Post Title: Special Educational Needs Coordinator (SENCO)**

### MAIN PURPOSE OF JOB

This is a draft job description as the areas of responsibility will be developed throughout the year to reflect the strengths of the post holder, their areas for development and their aspirations. This role will have a fundamental part in the continued development of focused teaching and learning at the school delivering Quality First Teaching.

- To provide strategic leadership of the provision for students with special educational needs (SEN) across the school in order to ensure that these students make excellent progress
- To lead, manage and effectively deploy staff and resources within the SEN team
- To lead, monitor and evaluate the development of learning and teaching strategies for students with SEN and additional educational needs
- Lead and manage support for intervention relating to literacy, numeracy and EAL in order to ensure accelerated progress of students joining us below age related expectations
- To ensure that staff are provided with relevant information and training relating to the support of students requiring interventions or identified with SEN
- To lead the development and implementation of teaching strategies to meet the needs of SEND students across the ability spectrum
- To ensure that paperwork relating to students with SEN meets statutory requirements
- To take be responsible for the assessment of students requiring access arrangements for public examinations
- To maintain appropriate relationships with parents of students with SEN
- To liaise with appropriate external agencies
- To take a full role within the school community as a Senior Middle leader

### MAIN ACCOUNTABILITIES

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document.

#### Accountability

- Ensure that there is a strategic overview of provision for students with SEN across the school which maximises their potential
- To deliver the school's SEN policy
- To monitor and evaluate the quality of teaching in interventions of students with SEN
- To monitor the effectiveness of intervention for students with SEN by outcome
- Lead and manage a team of specialist and teaching assistants and support staff working directly with students with SEN and ensure that they are effectively deployed

- Ensure that the senior leadership team and governing body are informed about current good practice and legislation relating to SEN and inclusion and that policies and practices relating to SEN are up to date
- Liaise effectively with staff across the school, including pastoral, attendance and behaviour support teams, to ensure high quality provision for students with SEN
- Lead on the development and implementation of inclusive practice, Quality First Teaching, throughout the school and liaise with teachers across the school, including delivering appropriate training when necessary
- Maintain an accurate SEN register and provision map to ensure that provision meets the needs of students and statutory provision at all times, including overseeing the identification and review of students with SEN
- Ensure that Education and Health Care Plans (EHCPs) and other relevant documentation relating to students with SEN are regularly reviewed with students, parents and other agencies and recommendations made are implemented
- To ensure that exam access arrangements for students with SEN are carried out and implemented (working with the Exams Office)
- Monitor, analyse and report on assessment information and examination results for students with SEN to ensure that they make excellent progress
- Prepare for statutory assessments and ensure that all students with a n EHCP are reviewed at least annually
- Lead and manage the transition of SEN students from Years 6 to 7 and 11 to 12, including the induction of Year 7 students with SEN

## **Liaison**

Reporting to the Assistant Headteacher, Teaching and Learning

Working with

- Leadership Team and governing body
- Learning Support Team
- Raising Attainment Managers
- Subject Leaders
- Pastoral leaders and support staff
- Curriculum staff
- Students
- Parents
- Other Support Staff
- Governors
- Local Education Authority representatives
- External agencies

## **Working Time**

- This is a full-time post

## **MAIN DUTIES AND CORE ACCOUNTABILITIES**

### **Learning and Teaching**

- To plan and prepare lessons, teach students as assigned, including the setting and marking of work.
- To teach consistently high quality lessons as highlighted in the Teaching Standards
- To assess, record and report on the progress and attainment of students with SEN
- To monitor and learning and teaching of students with SEN
- To monitor the academic progress of students with SEN
- To provide appropriate intervention where required
- To apply specialist methods of teaching and to participate in arrangements for further training.
- To effectively identify deployment of SEND teachers and ensure the effective/efficient deployment of classroom support
- To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- To contribute towards reviewing, developing and refining schemes of work for departments taught in to extend and improve current resources.
- Update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology in general, and in the curriculum areas taught in.
- To prepare students for public examinations and to participate in all necessary routines associated with them, whether authorised by the school or the examination boards.

### **Recording and Assessment**

- To conduct all tests required for the application of exam access arrangements within the published deadlines
- To lead the identification and recording of candidate needs in Year Groups not undergoing public examination including screening for learning difficulties.
- To organise and evaluate the tracking of student progress and use information to inform learning and teaching
- To provide or contribute oral or written assessments, reports and references as required for individual students.

### **Leadership**

- To support the development and implementation of the vision and strategic direction of the school reflecting its educational and moral aspirations and values
- To provide strategic leadership of provision for students with SEN across the school
- To lead and manage the Learning Support team
- To take a leading role in the development of whole school intervention strategies, working with the Assistant Headteacher, Teaching and Learning and with Subject Leaders
- To lead the process of monitoring and evaluation of SEN in line with agreed school policies and procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required
- To implement internal QA systems within SEN regarding tracking of student attainment, achievement, experience and support
- To pay due regard to the school's equality policy and its application in the work of SEND student support system
- To promote the general progress and well-being of individual pupils and provide guidance and advice as necessary.
- To participate in staff meetings which relate to curricular, guidance, administrative and organisational issues.

### **Communication**

- To communicate and consult with pastoral staff and with external agencies as appropriate
- To participate in meetings arranged for any of the purposes described, within the school's directed time schedule.
- To promote the general progress and well-being of individual SEND students
- To identify and celebrate SEND student attainment and achievement in all aspects of school life
- To attend parent/carer evenings, information evenings and other events which the parents / carers of SEND students are attending

**Safeguarding:**

- To be keenly aware of the responsibility for safeguarding children
- To comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons

## Person Specification October 2016

CATEGORY	ESSENTIAL	DESIRABLE	EVIDENCE
<b>EXPERIENCE</b>			
Mainstream secondary school teaching of the National Curriculum	✓		App
Previous post of responsibility within schools	✓		App
Relevant experience	✓		App/Int
Management and development of the curriculum		✓	App/Int
Team management/staff development responsibility	✓		App/Int
Resource management, including budgetary involvement		✓	App/Int
Experience / evidence of working with external agencies	✓		App/Int
<b>EDUCATION AND TRAINING</b>			
Teaching qualifications, including SENCO qualification (statutory requirement), or willingness to achieve SENCO qualification within 1 year if not currently held	✓		App/Cert
Degree or equivalent	✓		App/Cert
Post Graduate qualification conforming to the JCQ requirements for the assessment of access arrangements or willingness to achieve it within 1 year if not currently held	✓		App/Cert
Further <b>relevant</b> qualifications		✓	App/Cert
Participation in external professional development in last 3 years		✓	App/Int
Delivery of programmes of professional development to staff		✓	App/Int
<b>APTITUDES (ABILITIES AND SKILLS)</b>			
Ability to develop and manage appropriate and efficient administrative systems	✓		Int/Ref
Sound organisational skills	✓		Int/Ref
Attention to detail and presentation	✓		Int/Ref/App
<b>INTERPERSONAL SKILLS</b>			
Ability to listen/communicate clearly with a range of audiences	✓		Int/Ref
Ability to persuade, negotiate, motivate and consult	✓		Int/Ref
Ability to offer support and challenge and to foster positive relationships with adults/students	✓		Int/Ref
Ability to lead and work as part of a team	✓		Int/Ref
<b>MANAGEMENT AND LEADERSHIP SKILLS</b>			
Ability to relate management information to decision making at all levels, including the monitoring of cost effectiveness in spending	✓		Int/Ref
Ability to demonstrate vision, leadership and clarity of purpose	✓		Int/Ref/App
Ability to set realistic targets and priorities	✓		Int/Ref
Ability to demonstrate a range of management and leadership styles appropriate to the situation	✓		Int/Ref
Ability to manage change	✓		Int/Ref/App
Ability to problem solve, particularly under pressure	✓		Int/Ref
Ability to monitor and evaluate the performance of area	✓		App/Int/Ref

CATEGORY	ESSENTIAL	DESIRABLE	EVIDENCE
Ability to create and manage effective monitoring systems	✓		Int/Ref
Ability to demonstrate vision with regard to strategic curriculum and professional development	✓		Int/Ref/App
Ability to set realistic targets and priorities	✓		Int/Ref
Ability to hold staff accountable and exercise appropriate delegation	✓		
Ability to maintain a culture of high expectations	✓		Int/Ref/App
Ability to problem solve, particularly under pressure	✓		Int/Ref

JOB SPECIFIC REQUIREMENTS			
Commitment to SEND	✓		Int/App
Commitment to establish/maintain high educational standards within the school ensuring appropriate levels of challenge, guidance and support for pupils	✓		Int/App
Ability to use performance data to guide school improvement	✓		Int/App
Ability to support staff in regularly monitoring and evaluating student progress	✓		Int/App
Ability to ensure the development of coherent and consistent assessment strategies to enable appropriate monitoring of individual progress	✓		Int
Commitment to equal opportunities	✓		Int/App
Ability to promote the school within its community, including the family of schools	✓		Int
Commitment to parental involvement	✓		Int/App
Evidence of a thorough understanding of, and ability to implement, all SEN related <b>statutory responsibilities</b> to ensure the school's compliance with the SEND Code of Practice and any other current legislation	✓		Int/App
Awareness of the current issues and trends in Education	✓		Int/App
Understanding of the 11-18 curriculum models	✓		Int/App
Experience of working with Support Staff	✓		Int/App
To articulate a clear educational philosophy consistent with the person specification and background information	✓		Int/App

**Evidence:**    **App** = Application    **Int** = Interview    **Cert** = Certificate    **Ref** = References