

ROYAL ALEXANDRA AND ALBERT SCHOOL



JOB DESCRIPTION

Post Title:	Special Educational Needs Co-ordinator (SENCO)
Scale:	UPS / MPR + TLR2 (£6,573 for 17-18)
Responsible to:	Assistant Head (Enhanced Learning Team)
Start date:	April 2018

The Role

The SENCO is responsible for the implementation of the Additional and Special Educational Needs policy across the whole school. The post holder will be expected to take a strategic lead in evaluating and developing the Special Educational Needs and Disability provision within the school and ensuring that each student is positively encouraged, supported and challenged to make outstanding progress.

The SENCO will have the support of a full-time administrator in the Enhanced Learning Team, who supports all aspects of inclusion in the School.

Key Responsibilities

- Provide effective coordination and leadership of the School's Special Educational Needs and Disability provision
- To work with the Senior Leadership Team and the school governors to ensure the school is compliant with the SEND Code of Practice (January 2015) and the Equality Act 2010 by providing effective coordination and leadership of the school's SEN provision
- Be responsible for the day-to-day operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Advise on the deployment of the schools delegated budget and other resources to ensure the needs of all students are met
- Ensure that an accurate SEN register is kept up to date by effective identification and monitoring of progress and development of all pupils
- Be responsible for the preparation of the annual SEN information report and the preparation of reports to the governing body
- Be responsible for ensuring that a child with SEN gets the right support they need at the right time by liaising effectively with staff across the school. Including, being the lead on gathering the evidence for and requesting an EHCP
- Ensure that students with SEN engage in the activities of the school alongside pupils who do not have SEN
- Lead and manage the team of Senior Learning Coaches and Learning Coaches to ensure effective deployment and efficient use of resources

- Oversee the planning and production of Learning Plans and their dissemination to all relevant staff
- Coordinate and lead on annual reviews of EHCP's, and coordinate the transfer reviews of statements to EHCP's
- Lead on the development and implementation of inclusive practice throughout the school, including ensuring that appropriate training occurs where necessary
- Work with the Director of Teaching and Learning and Head of Junior Department to ensure that Quality First Teaching occurs for all SEN pupils throughout the School and that staff are guided on the choice of appropriate teaching and learning methods to meet the needs of pupils
- Provide professional guidance to colleagues and work closely with staff, parents and other agencies. Advise on the graduated approach to providing SEN support
- Be aware of the provision in the Surrey Local Offer and work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching
- Liaise with outside agencies and interpret recommendations in order to support pupil progress as necessary
- Liaise with the Designated Teacher where a looked after child has SEN
- Ensure that detailed records are kept for each SEN pupil charting progress made and support given, mapping their provision and their progress, across the key stages, in a way which is useful and accessible to other staff. This will need to be in line with the new GDPR regulations (May 2018)
- Coordinate meetings with parents as necessary
- Be responsible for the baseline assessment of new students to aid early identification of SEN
- Arrange the assessment of pupils as required from referrals or enquiries from staff or parents
- Work with the Exams Officer to ensure that access arrangements are applied for, in good time, and in place as required
- Teach an appropriate lesson load, as appropriate to skills and qualifications
- Work with individuals and small groups to deliver programmes to support learning, liaising with teachers and other staff as required
- Analyse data generated by school assessments effectively to inform future pupil progress and strategies for such. Liaise with other areas of the school (HOY/HOD/SLT etc) to ensure this information is accurate and acted upon.
- Liaise with other schools to ensure an effective and smooth transition into RAAS
- Liaise with potential next providers of education to ensure transfer of information and a smooth transition
- Meet with the Assistant Head (Enhanced Learning Team) regularly, along with other members of the Enhanced Learning Team, to evaluate the progress of pupils and the effectiveness of interventions

Other

- Undertake professional development as agreed with school leaders
- Perform additional duties and tasks required for the effective operation of the school as directed by the Head

Person Specification: Special Educational Needs Co-ordinator (SENCO)

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Good Honours Degree • Recognised Teaching Qualification • NASENCO qualification 	<ul style="list-style-type: none"> • Additional qualifications/training
Experience	<ul style="list-style-type: none"> • Proven leadership experience in SEND • Excellent classroom practitioner • Planning and implementation of strategies which impact on outstanding pupil progress • Evidence of developing coherent data tracking systems to support interventions and their evaluation 	<ul style="list-style-type: none"> • Experience of working across different key stages • Experience of working in a multi-cultural environment
Knowledge	<ul style="list-style-type: none"> • Sound understanding of secondary curriculum • Clear understanding of strategies to develop Quality First Teaching for SEN pupils • Excellent understanding of the SEND Code of Practice 	<ul style="list-style-type: none"> • Knowledge of good SEND practice in KS2
Leadership and management	<ul style="list-style-type: none"> • High expectations of self and others • Ability to create and lead departmental development • Ability to manage change • Ability to delegate well • Experience of managing a team of people 	
Personal	<ul style="list-style-type: none"> • Hardworking • Enthusiastic • High level of organisational skills • Commitment to Inclusion in schools in the widest sense • A strong team player • Good sense of humour 	<ul style="list-style-type: none"> • High level of IT skills

The Royal Alexandra and Albert School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check.