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| **DENBIGHSHIRE COUNTY COUNCIL JOB DESCRIPTION** |
| **Job Title:**  | **Special Educational Needs Co-ordinator (SENCO)** |
| **Grade:**  | **Teachers Pay Scale + TLR 1B** |
| **Service:**  | **Education** |
| **Service Area:**  | **Prestatyn High School**  |
| **Responsible to:**  | **Senior Leadership Team** |
| **Job ID Number / Date Issued:**  |  |
| **Purpose of the post:*** Lead and manage the Learning Support provision in line with the job description and school policies.
* Under the reasonable direction of the Head teacher carry out the professional duties of a school teacher as set out in the current School Teachers’ Pay and Conditions Document (STPCD).
* Leading ALN reform through researching the new framework, planning change and implementation across the school. Monitoring and evaluating these changes to ensure effective application.

**General:*** Contribute to a clear vision for an effective school.
* Initiate and manage change and improvement in order to develop the school, its pupils and its staff.
* On a day-to-day basis, manage and lead staff.
* Take on any additional responsibilities which might, from time to time, be determined.
* Undertake the role of Head of Learning Support department and all duties as part of this role.

**Areas of Responsibilities****Specific duties relating to this post*** Ensure that the school properly identifies students and maintains an accurate list of those requiring ALN support and those at statutory action and those who have disabilities.
* Ensure that the school response to students with ALN matches identified need and enables each individual student to make better than expected progress.
* Develop and enhance the teaching practice of all staff regarding best practice for supporting students with ALN.
* Support and enable all school staff to fulfil their responsibilities to students with ALN, at both school action and at statutory action.
* Ensure staff achieve positive working relationships with ALN students.
* Ensure that the staff development needs of teachers, teaching assistants are identified, met and supported: identify and disseminate the most effective teaching and learning approaches for students with ALN and ensure that teachers and teaching assistants are clear about best practice in inclusive and differentiated teaching and learning in lessons.
* Supporting staff in issues regarding parental contacts of students with ALN.
* Work closely with SENCos in neighbouring secondary schools.
* Develop systems for monitoring and recording academic progress, attendance and social and emotional development of students with ALN: use this information to guide further improvements in provision.
* Collect, interpret and disseminate specialist assessment data gathered on students and support staff in using this data to inform their practice.
* Analyse and interpret relevant national, local, and school data plus research and inspection evidence to inform ALN policies, practices, expectations, targets and teaching methods.
* Liaise appropriately with the Schools’ EAL service.
* Raising the standards of attainment and achievement of students with ALN.
* Support for county, regional and national initiatives relevant to ALN and inclusion as relating to pupils with ALN.
* Work with the SLT and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
* Being accountable for the management of human & physical resources to maximise the effectiveness of teaching & learning opportunities for students with ALN within budget.
* Ensure that every student with ALN has relevant documentation such as Individual Education Plan, one page profile etc., in line with statutory requirements and good practice, which clearly outlines needs, targets, suggested strategies, specialist intervention and classroom based support.
* Plan, with colleagues, appropriate programmes of intervention for pupils with additional learning needs.
* Draw up timetables for support and intervention, after consultation with the staff concerned.
* Respond to annual consultations from the Local Authority in relation to the transfer of students with Education Health Care plans (EHCP) and Statements of SEN.
* Ensure that examination access arrangements are applied for and put into place, where appropriate.
* Liaise closely with a range of outside agencies in order to maximize support and intervention for students with ALN.
* Liaise with the Educational Psychologist to assess and share timely reports on identified students.
* Overall accountability for ensuring regular contact with appropriate external stakeholders for all issues relating to ALN.
* Liaise with other schools and appropriate external stakeholders to ensure continuity of support and learning when transferring pupils with ALN.
* Develop strong co-productive partnerships with parents/carers.
* Overall accountability for ensuring parents are fully informed of any relevant learning issues within Learning Support/ALN including responsibilities linked to the COP.
* Enable students to participate in planning how to have their needs met and reviewing their progress and provision e.g. for reviewing all relevant plans.
* To liaise with ALN departments in primary schools and visit schools as part of the transition programme to support the transition of students with ALN.
* To work closely with all pastoral staff to secure the early identification of students requiring intervention.
* Undertaking statutory responsibilities linked to the COP and accountability for the statutory statementing process including annual reviews.
* Accountability for high quality reports within Learning Support.
* Provision of full and high quality teaching & learning experiences for students through effective deployment of Learning Support staff and resources.

**Leading, developing and enhancing the teaching practice of other staff*** To plan and implement strategies to improve teaching where needs are identified.
* To provide induction, support and monitoring for new staff.
* To act as a role model of good practice for other teachers, modelling effective strategies with them.
* To ensure all staff in school are familiar with the aims and objectives of Learning Support and addressing ALN at a school level.
* Liaise with stakeholders relevant to supporting effective teaching and learning experiences for students with ALN internally and externally.
* Leading any relevant whole school teaching and learning dimensions for students with ALN.
* Encouraging all members of staff to recognise and fulfil their statutory responsibilities to pupils with ALN.
* Sharing good practice in inclusive teaching and learning.
* Developing & promoting vision, aims and objectives for ALN whole school provision within the context of whole school priorities identified in the SIP and WG Code of Practice.
* Ensuring the provision of a relevant and differentiated curriculum for students with ALN, in the context of whole school policies.
* Coordinating strategies for pupils with ALN to support colleagues in maintenance of good order through the ‘Ready to Learn’ policy and through Liaise with the pastoral team and SLT.
* Ensuring effective systems are in place for identifying, assessing, monitoring and reviewing ALN & that the collection/use/interpretation of specialist assessment data informs teaching & learning in line with whole school policies.
* Ensuring systems are in place to develop and enhance the teaching practice of others by disseminating good practice in ALN across the school.
* Engage all relevant staff in the creation, consistent implementation & improvement of ALN/Learning Support policies and schemes of work which encapsulate key school learning strategies to encourage the sharing of good practice across the school.
* Support others in issues relevant to the provision of high quality teaching and learning of students with ALN.
* Ensure relevant Health and Safety policies are in place and are complied with by all staff.
* Work closely with Heads of Departments for English and maths to ensure setting of ALN pupils.
* Delegate responsibilities to 2nd in department to manage workload.
* To be responsible for the day-to-day management of staff including disciplinary, capability and recruitment processes.
* To monitor staff performance against school, pupil progress and personal targets.
* To ensure the effective and efficient deployment of staff.
* Line managing and leading the team of Learning Support staff in the provision of effective teaching and learning.
* Being accountable for high standards of teaching & learning within Learning Support in line with relevant whole school policies and WG guidance with particular reference to the Literacy and Numeracy Framework.
* Being accountable for raising the standards of attainment and achievement of students with ALN of all abilities and learning styles within Learning Support.
* Coordinating and leading Learning Support and whole school ALN self-evaluation procedures, monitoring & improvement planning.
* Working with relevant colleagues to ensure the creation and development of a positive climate and environment for learning within the Learning Support team.
* Facilitating the development of skills and cross-curricular links within the Learning Support team.
* Lead by example, demonstrating excellence and providing professional accountability to Learning Support team members.

**Strategic Direction:*** Play a role in formulating the vision for the school.
* Work with the Head Teacher and SLT to further the aims and objectives of the school.
* Support the vision, ethos and policies of the school and promote high levels of achievement.
* Support the implementation of the school’s self-evaluation and development plan within the national and local context.
* Ensure that parents are well informed about ALN provision, curricula, targets, student’s attainment and their part in the process of improvement.
* Support accountability processes throughout the school.
* Where identified, lead development and delivery of whole school themes or skills relating to ALN.
* Be active in promoting good practice in inclusive teaching and learning across the whole school.
* Chairing ALN related development groups as required.

**Discipline** * To take a leading role in implementing the school’s Ready to Learn policy.
* Coordinating strategies to support the maintenance of good order within the department through the Ready to Learn policy in order to facilitate learning.
* To take control and be accountable for behaviour in the Learning Support department .
* To maintain good communication with parents/carers in relation to Ready to Learn issues and barriers within the Learning Support department.
* To attend Ready to Learn behaviour meetings with pastoral staff to support ALN for any students on the behaviour structure or who are at risk of permanent exclusion.

**Staff Development/Performance Management** * Undertake own professional development, keeping up to date with current research and developments.
* Be responsible for the Performance Management of designated staff.
* Undertake own self-review and engage in regular Performance Management led by the Line Manager.
* Delegate responsibilities as appropriate.
* Monitor, supervise and support colleagues in the department, including conducting appraisals.
* To act as a Performance Management team leader for identified teachers.
* To ensure staff development needs are identified and appropriate programmes designed to meet these needs.
* Provide training opportunities for teaching assistants and other teachers to learn about ALN.
* Oversee CPD and performance management within the Learning Support team.

**Governors:** * Appraise Governors of new developments and initiatives as required.
* To provide Governors with an annual ALN report, and present this at a full governors meeting in the summer term.
* Provide regular information to the SLT and governing body on the evaluation of the impact and effectiveness of provision for students with ALN, to inform decision-making and policy review.

**Community** * Promote the school within its local community.
* Ensure every opportunity is taken to promote the achievements of Prestatyn High school.
* Forge links with the community and external agencies.

**Finance and Budget** * Working with the Business and Finance Manager to monitor budgets to ensure sustainable and appropriate spending and accountability and appropriate ALN provision with the available funds.
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**PART 12 - CONDITIONS OF EMPLOYMENT OF TEACHERS OTHER THAN HEAD TEACHERS**

**Job Title:** Teacher

**Grade:** Teacher pay scale

**Service:** Schools

**Responsible to:** Headteacher

**Job ID Number:** 01746

**Exercise of general professional duties**

70.1 Subject to paragraphs 42.6 and 45.2, a teacher who is not a head teacher shall carry out the professional duties of a teacher as circumstances may require-

70.1.1 If he/she is employed as a teacher in a school, under the reasonable direction of the head teacher of that school;

70.1.2 If he/she is employed by an authority on terms under which he is not assigned to any one school, under the reasonable direction of that authority and of the head teacher

 of any school in which he/she may for the time being be required to work as a teacher.

70.2 A teacher who has failed satisfactorily to complete an induction period and who is employed pursuant to regulation 18(5) of the Induction Regulations in relation to England or regulation 16(5) of the Induction Regulations in relation to Wales must only carry out such limited teaching duties as the Secretary of State determines pursuant to that regulation.

**Exercise of particular duties**

71.1 Subject to paragraphs 42.6, 45.2, 45.3, and 71.2 a teacher employed as a teacher (other than a head teacher) in a school shall perform, in accordance with any directions which may reasonably be given to him/her by the head teacher from time to time, such particular duties as may reasonably be assigned to him/her.

71.2 A teacher employed by an authority on terms such as those described in paragraph

70.1.2 Shall perform, in accordance with any direction which may reasonably be given to him from time to time by the authority or by the head teacher of any school in which he may for the time being be required to work as a teacher, such particular duties as may reasonably be assigned to him/her.

**Professional duties**

72. Subject to paragraphs 42.6, 45.2 and 45.3, the following duties shall be deemed to be included in the professional duties which a teacher (other than a head teacher) may be required to perform-

**Teaching**

72.1 In each case having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned to him/her-

72.1.1 Planning and preparing courses and lessons;

72.1.2 Teaching, according to their educational needs, the pupils assigned to him/her, including the setting and marking of work to be carried out by the pupil in school and elsewhere;

72.1.3 Assessing, recording and reporting on the development, progress and attainment of pupils;

**Other activities**

72.2.1 Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her;

72.2.2 Providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;

72.2.3 Making records of and reports on the personal and social needs of pupils;

72.2.4 Communicating and consulting with the parents of pupils;

72.2.5 Communicating and co-operating with persons or bodies outside the school; and

72.2.6 Participating in meetings arranged for any of the purposes described above;

**Assessments and reports**

72.3 Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils;

**Appraisal or review of performance**

72.4 Participating in arrangements made in accordance with the 2002 Regulations or the 2006 Regulations for the appraisal or review of his performance and that of other teachers;

**Review, induction, further training and development**

72.5.1 Reviewing from time to time his methods of teaching and programmes of work;

72.5.2 Participating in arrangements for his further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified in statements of objectives or in appraisal statements where teachers are subject to the 2002 Regulations, or in planning and review statements where teachers are subject to the 2006 Regulations;

72.5.3 In the case of a teacher serving an induction period pursuant to the Induction

 Regulations, participating in arrangements for his supervision and training;

**Educational methods**

72.6 Advising and co-operating with the head teacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;

**Discipline, health and safety**

72.7 Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;

**Staff meetings**

72.8 Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements;

**Cover**

72.9.1 Subject to sub-paragraph 9.2 of this paragraph, supervising and so far as practicable teaching any pupils whose teacher is not available to teach them;

72.9.2 Except in the case of a teacher employed wholly or mainly for the purpose of

 providing such cover, no teacher shall be required to provide such cover for more than 38 hours in any school year;

**External examinations**

72.10.1 Participating in arrangements for preparing pupils for external examinations, assessing pupils for the purposes of such examinations and recording and reporting such assessments; and participating in arrangements for pupils presentation for, and conducting, such examinations;

72.10.2 Sub-paragraph 10.1 of this paragraph does not require a teacher routinely to

 participate in any arrangements that do not call for the exercise of a teacher’s professional skills and judgement, such as invigilation;

**Management**

72.11.1 Contributing to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations;

72.11.2 Assisting the head teacher in carrying out threshold assessments of other teachers for whom he has management responsibility;

72.11.3 Co-ordinating or managing the work of other staff; and

72.11.4 Taking such part as may be required of him/her in the review, development and

 management of activities relating to the curriculum, organisation and pastoral functions of the school;

**Administration**

72.12.1 Participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school; and

72.12.2 Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

72.12.3 Sub-paragraph 12.1 of this paragraph does not require a teacher routinely to

 undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher’s professional skills and judgment.

72.12.4 Without prejudice to the generality of sub-paragraph 12.3 of this paragraph,

 Annex 3 contains a list of tasks falling within the scope of that paragraph.

**Management time**

73. A teacher with leadership or management responsibilities shall be entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.

**Working time**

74.1 The provisions of this paragraph shall not apply to deputy head teachers, assistant head teachers, advanced skills teachers or to teachers employed to teach part-time and are subject to paragraphs 42.6, 45.2 and 45.3.

74.2 A teacher employed full-time, other than in the circumstances described in

sub-paragraph 4 of this paragraph, shall be available for work for 195 days in any school year, of which 190 days shall be days on which he/she may be required to teach pupils in addition to carrying out other duties; and those 195 days shall be specified by his/her employer or, if his/her employer so directs, by the head teacher.

74.3 Such a teacher shall be available to perform such duties at such times and such places as may be specified by the head teacher (or, where the teacher is not assigned to any one school, by his employer or the head teacher of any school in which he may for the time being be required to work as a teacher) for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which he is required to be available for work.

74.4 Sub-paragraph 2 of this paragraph does not apply to such a teacher employed wholly or mainly to teach or perform other duties in relation to pupils in a residential establishment.

74.5 Time spent in travelling to or from the place of work shall not count against the

 1265 hours referred to in sub-paragraph 3 of this paragraph.

74.6 Such a teacher shall not be required under his contract as a teacher to undertake midday supervision, and shall be allowed a break of reasonable length either between school sessions or between the hours of 12 noon and 2.00pm.

74.7 Such a teacher shall, in addition to the requirements set out in sub-paragraphs 2 and 3 of this paragraph, work such reasonable additional hours as may be needed to enable him to discharge effectively his professional duties, including, in particular, his/her duties under paragraphs 72.1.1 and 72.1.3. The amount of time required for this purpose beyond the 1265 hours referred to in sub-paragraph 3 of this paragraph and the times outside the 1265 specified hours at which duties shall be performed shall not be defined by the employer.

**Guaranteed planning and preparation time**

75.1 A teacher to whom paragraph 74 applies shall be allowed as part of the 1265 hours referred to in paragraph 74.3 reasonable periods of time (“PPA time”) to enable him/her to carry out his duties under paragraphs 72.1.1, 72.1.3 and 72.3.

75.2 PPA time shall amount to not less than 10% of the teacher’s time-tabled teaching time (and for this purpose “time-tabled teaching time” means the aggregate period of time in the school time-table during which the teacher has been assigned by the head teacher in the school time-table to teach pupils).

75.3 PPA time shall be provided in units of not less than half an hour during those parts of the school time-table in which pupils are taught the core and other foundation subjects or religious education.

75.4 Such a teacher shall not be required to carry out any other duties, including the provision of cover in accordance with paragraph 72.9, during his PPA time.

75.5 Sub-paragraphs 1 to 3 of this paragraph also apply to a classroom teacher who is employed on a part-time basis with the substitution for the reference to 1265 hours in sub-paragraph 1 of a reference to that number which, as a proportion of 1265 hours, equates to the proportion of the school week that the teacher is normally employee.

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| **DENBIGHSHIRE COUNTY COUNCIL PERSON SPECIFICATION** |
| The Person Specification sets out the skills, knowledge and experience that are considered to be necessary to carry out the duties of the post effectively. It will be used in the short-listing and interview process for this post. You should demonstrate on your application form how you meet these criteria as you will only be shortlisted if you meet all of the esALNtial criteria (and desirable criteria where applicable). |
| **Post Title:**  | **Special Educational Needs Co-ordinator (SENCo)** |
| **Service** | **Education** |
| **Grade:**  | **Teachers Pay Scale + TLR 1b** |
| **CRITERIA** | **ESALNTIAL** | **DESIRABLE** | **METHOD OF ASSESSMENT**Application Form / Interview / PreALNtation / References etc |
| **1. EDUCATION & QUALIFICATIONS** | Degree Qualified teacher statusGraduate in a related discipline | Postgraduate level qualification specifically relating to the post.Evidence of Professional Development in middle leadership.Relevant qualifications relating to the teaching of ALN pupils. | Application |
| **2. RELEVANT EXPERIENCE** | Substantial, successful teaching experience in primary, secondary or special schoolsExperience in working as part of an additional needs teamExperience of effective deployment of staff or resources  | Experience in managing a teamExperience of working with external providers to enhance curriculum delivery and pastoral care for studentsExperience of introducing new initiatives and/or of managing change  | ApplicationInterviewReference |
| **3. JOB RELATED KNOWLEDGE & SKILLS** | Understanding of and commitment to promoting and safeguarding the welfare of the pupilsKnowledge and understanding of national and regional education issues relating to provision for students with additional needsUnderstanding of effective teaching and learning strategies including behaviour for learningKnowledge and understanding of current and national issues in relation to student development, student progress and raising achievementGood understanding of best practice and current educational thinkingEvidence of Continuing Professional Development relevant to the SENCO roleEvidence of the ability to teach successfully in a comprehensive school.Ability to inspire and enthuse young people.Experience of effectively supporting colleagues in behaviour management.Thorough knowledge of the Code of Practice for Wales and have experience of its implementation. | Experience of working with other schools/organisations /agencies Experience of leading/coordinating professional development opportunities Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement Experience of effective monitoring and evaluation of teaching and learningUnderstanding of how to track student achievement using data and of intervention strategies to raise achievementExperience of working with parents and other stakeholders to support Teaching and Learning. Experience of working with whole school initiatives Experience to lead and manage non-teaching staff. | ApplicationInterviewReference |
| **4. PERSONAL QUALITIES** | Ability to communicate effectively, orally and in writing to a range of audiences — e.g. staff, pupils, parents, governorsAbility to delegate work and support colleagues in undertaking responsibilitiesEnthusiam and ability to work hard.Ability to work as part of a team.Self-motivation.Innovative.Calm, yet assertive manner.Role model for staff. | Ability to be self-reflective Well organized.Problem solver | ApplicationInterview Reference |
| **5. OTHER REQUIREMENTS** | Empathy with the Welsh Language and Culture | Fluent in Welsh language | ApplicationInterviewReference |