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|  | | **Tudor Grange Academy Solihull**  **SENCo**  **Job Description** |
| **Core Purpose** | | |
| To lead, support and have responsibility for SEND and the achievement support team  The SENCo will be responsible for:   * raising standards of achievement * maintain and develop the ethos, values and expectations of the Academy and support agreed Academy policy in all areas * maintaining outstanding behaviour standards * managing the department budget | | |
| **Core Leadership qualities** | | |
| * Clear and consistent vision and values * Outstanding practitioner * Ability to motivate and empower others, raising standards in teaching and learning across the Academy * Have a positive attitude to continuous improvement * Leading by example * Flexible leadership styles * Support staff to work confidently and effectively within the curriculum team and within the classroom * Clear and consistent communication skills * A willingness to embrace change and recognise new educational developments | | |
| **Specific Responsibilities** | | |
| **This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance.**   * To meet all Teacher Standards. * To provide a cohesive and coherent vision for SEND dept. * To ensure that any statutory curriculum requirements are met for SEND, contributing to the development of any alternative programmes of study. * To ensure that all staff are kept informed of current legislation and initiatives in SEN and strategically plan to successfully adapt to upcoming developments. * To support subject teachers by providing strategies for SEND students, in discussion, in meetings and vis student profiles. * To lead on Quality Assurance within the department and to contribute to Academy Quality Assurance processes. * To contribute to whole-Academy development through contributions to working groups. * To establish and implement clear policies and practices for assessing, recording, and reporting on student achievement in line with Academy policy and use this information effectively to secure good progress. * To ensure that published Academy targets for students’ achievement are shared and understood and that progressis constantly monitored and evaluated. * To use data effectively to identify students who are underachieving and where necessary, create and implement effective plans of action to support those students. * To establish and develop referral procedures for internal intervention and external support. * To manage all referrals to external agencies. * To organise and lead annual and interim reviews for students with EHCPs and statements. * To maintain SEND register. * To ensure effective screening systems are in place to identify need. * To communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community regarding support for individuals and groups of students. * To ensure that there is excellent provision for new learning mentors to be appropriately trained, monitored, supported and assessed in relation to the relevant standards. * To establish self -evaluation systems, to identify effective practice and areas for improvement and take action to improve the quality of teaching. * To lead and support the co-ordination and implementation of high quality professional development. * To be an outstanding coach to the department and make effective use of departmental, CPD and INSET time, co-ordinating external training as required. * To effectively manage all resources (financial and material) deployed to the curriculum area. * Ensure learning mentors are deployed in a fair and consistent manner, using expertise appropriately * To effectively communicate with all members of the team, including communicating Academy policies and any relevant information to ensure the smooth running of the Academy. * To create an environment where students have a ‘love of learning’ within and beyond their lessons. | | |
| **Outcomes** | | |
| * High standards of achievement for all students * A highly motivated and effective curriculum team * Excellent practitioners and support * Effective teamwork * A reputation as a centre of excellence for the curriculum area * Strong contributions to the enrichment of the curriculum offer for students | | |
| **Line Manager:** | College Leader | |
| **Line Management responsibility for:** | All members of the curriculum area, both non-teaching and support staff | |
| **Performance Management** | To oversee the performance management process within the curriculum area | |