

Job Description

Establishment:	John Port Spencer Academy
Post Title:	SENCO
Grade/Pay Range:	MPS/UPS + TLR 1A
Hours/Weeks:	Full Time
Reporting to:	Headteacher
Department:	SEND Team

Overall Purpose of the Post:

To secure exceptional outcomes for SEND Learners through the leadership and management of all aspects of SEND provision

Accountabilities:

- To lead and manage aspects of intervention for students with Special Educational Needs and Disabilities in the academy.
- To be accountable for the attainment and progress that students with SEND make across John Port Spencer Academy.
- To be responsible for self-evaluation processes for SEND.
- To report to SLT, Governors and Spencer Academy Trust regarding all aspects of SEND provision, including outcomes, funding, attendance and behavior.
- To fulfill the statutory responsibilities of a SENCO and provide appropriate advice and support to other colleagues in academy with regard to SEND policies and developments.
- To ensure that the academy fully meets all of the requirements in the SEND Code of Practice, including the Graduated Response.
- To lead the strategic and day-to-day operation of SEND provision.
- To fully support the strategic vision and policies of the academy.
- To ensure that all key policies and reports relating to SEND are up to date and published.
- To ensure that SEND information on the academy website is compliant
- To communicate with parents/carers regarding SEND student needs in a timely and appropriate way.
- To lead and line-manage the staff in the SEND Department.
- To coordinate and conduct the formal performance management of the SEND team.
- To maintain and regularly update the SEND Register, EAL Register and LAC register.
- To lead on the development of an appropriate curriculum, courses, schemes of work, resources, marking policies, assessment and teaching and learning strategies in the SEND Department.
- To collect and interpret assessment data to regularly review practices in order to improve outcomes for SEND students.
- To liaise with key staff who are responsible for Catch Up Funding provision in order to support student progress
- To attend all appropriate meetings e.g. Faculty meetings, Inclusion Panel, Multi-Agency Team.
- To coordinate all Annual Reviews and Interim Reviews, creating and maintaining transition plans between KS2/3, KS3/4 and KS4/5.
- To work closely and proactively with parents, agencies and professionals to ensure high quality SEND provision.

- To lead the provision for students with long term medical needs
- To work with health care professionals, and colleagues working in wider inclusion teams, to remove barriers to progress for learners with long term medical needs
- To advise parents/carers/students regarding students' funding at Post 16 and Post 18 such as bursaries and DSA.
- To keep specialist qualifications up to date.
- To lead on Access Arrangement identification and provision.
- To work closely with the Exams Officer to ensure Access Arrangements are applied for and implemented in accordance with JCQ Regulations

Identifying and Assessing Need

- To effectively line manage the Assistant SENCO in their role in identifying and assessing need in order to promptly identify students with SEND and ensure high quality and appropriate provision is put in place to meet their specific needs.
- To ensure that Assistant SENCO effectively leads the provision of LAC (including the strategic deployment of PP+ funds) and EAL students.

Making Provision

- To promote and provide equality of access and opportunity across the academy.
- To lead an appropriate provision of individualised programmes of intervention for students with SEND, that are in addition to and different from those employed through quality first teaching.
- To work closely with the Vice Principal Teaching and Learning to quality assure provision across all subjects To fully and meticulously implement and adhere to all academy policies and procedures including safeguarding and health and safety.
- To train teachers of all subjects to ensure that all teachers plan and teach lessons that are accessible to all SEND students.
- To train all staff, including associate staff, and offer guidance on SEND conditions, barriers to learning and differentiation strategies.
- To work with all middle and senior leaders, including attending meetings, to ensure high quality SEND provision in all areas of the academy.
- To disseminate information and strategies with regard to students with SEND.
- To identify resource needs and monitor the effectiveness of resources in meeting the needs of all SEND students, including new technologies
- To support students and parents by leading applications for Education, Health and Care plans, TAPS funding and GRIP funding.
- To ensure that students with EHCPs receive their full entitlement.
- To create detailed action plans for the continuous improvement of the SEND Department in line with the Academy Improvement Plan.
- To create effective ways of communicating developments in SEND Teaching and Learning strategies, including a half-termly newsletter.

Other duties

- To liaise with the Assistant Principal for Inclusion and Safeguarding regarding SEND students' Personal Development Safety and Welfare
- To ensure the administration of SEND information is effective and fit for purpose.
- To ensure all aspects of SEND information is compliant with GDPR
- To be responsible for the quality of the learning environment within the faculty.
- To undertake an appropriate programme of teaching.
- To attend relevant network meetings for SEND and disseminate information gathered to others.
- To undertake any other tasks which may reasonably be regarded as being within the nature of the duties and responsibilities of the post defined above, subject to the proviso that any significant and permanent

changes shall, after satisfactory negotiation by both parties, be incorporated into a revised job description in specific terms.

- Apart from the duties summarized in your job description, we retain the right to include other reasonable duties, which are part of, and incidental, to this type of work. For operational reasons, we also reserve the right to transfer you to alternative duties. For this reason, it is a condition of employment that you are willing to do so, if requested, from time to time.

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Academy policies including in particular Health and Safety and Safeguarding.
- Participate in the Academy Appraisal process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
- These above mentioned duties are neither exclusive nor exhaustive, the post-holder maybe required to carry out other duties as required by the TRUST.

The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.

Name of Postholder:
Signature:
Date:

Person Specification

	Essential	Desirable
Experience Evidence of a proven track record of delivering excellent student outcomes. Significant successful experience in leadership and management in education in a collaborative context. Evidence of successfully leading development and improvement strategies. Secure understanding of effective Teaching and Learning strategies to promote progress for all students Successful experience of monitoring evaluating and improving student achievement, attainment, personal development and well-being. Successful experience of implementing strategies to improve provision at whole-academy level. Successful experience of managing Access Arrangements Experience of working with external partners Experience of effective parent/carers engagement Successful experience of managing change in an education setting. Successful experience in the leadership of a team. Experience of leading staff training Successful teaching experience in the secondary Evidence of continuing professional development. Some knowledge and understanding of budget management skills	√ √ √ √ √ √ √ √ √ √ √	√ √ √ √
Qualifications QTS status. National SENCO Award. Willingness to work towards gaining National SENCO Award within three years, if required Evidence of further post-graduate relevant study, in particular courses relating to SEND learners	√ √ √	 √
Training Evidence of additional recent and continuing professional development.	√	
Special Knowledge and Skills Developed understanding of the SEN Code of Practice. An understanding of leadership and the contribution it makes to school improvement. High Level communication, organisational and management skills. An understanding of effective transition for SEND learners, from primary to secondary, at Year 9, Post 16 and Post 18, including statutory responsibilities regarding this as detailed in the Code of Practice An understanding of accountability frameworks, including OFSTED and know how to use these for the purposes of self-evaluation and strategic planning The ability to evaluate colleagues' work and provide supportive feedback securing improvement. An understanding of the factors contributing to successful outcomes in education for young people. The ability to secure improvement in provision supported by the ability to analyse and interpret data effectively. Factors supporting curriculum improvement, how to secure and sustain effective learning and progress throughout the school. Current educational issues and relevant legislation Skilled use in IT and processing understanding of its potential contribution to academy provision and improvement An understanding of the impact of the Learner Environment on students' outcomes An understanding of the implications of curriculum provision and its impact on student outcomes across the ability range Some knowledge and understanding of budget management skills	√ √ √ √ √ √ √ √ √ √ √	 √ √ √
Personal Attributes A proactive leader with the desire to be accountable for substantial delegated areas of responsibility An enjoyment and enthusiasm for working with young people to promote engagement and well being Personal impact and presence	√ √ √	

A strategic thinker	√	
Emotional intelligence with the ability to recognise and manage stress in self and others	√	
Self-confidence and the ability to appropriately to challenge the thinking and performance of colleagues	√	
Able to prioritise own work effectively, and that of others, in order to meet deadlines	√	
Commitment to the learning for self and the development of own skills and knowledge	√	
A liking for and the ability to inspire, enthuse and motivate all members of the academy community	√	
Openness, good humour, energy, enthusiasm and sense of proportion	√	
Commitment to professional development in self and others	√	
Commitment to safeguarding young people	√	
Commitment to the principles of comprehensive and inclusive education	√	
Willingness to provide extracurricular opportunities for students	√	
Resilience, self-motivation and stamina in a pressurised and demanding context	√	