

**Beckfoot Thornton Job Description**

**SENCO TLR1D - £9,293 per annum**

**Reporting to Assistant Headteacher – Climate for Learning (Inclusion)**

**Beckfoot Thornton - Core Purpose**

Beckfoot Thornton inspires its students to achieve the best that they can. We are ambitious, caring, proud and passionate in all that we do.

**Beckfoot Thornton - Strategic Priorities to become outstanding**

Our aim is to establish a school that creates a ‘remarkable learning environment’ and outcomes for learners that places the school within the top 20% of similar schools through:

* The feedback we give to students being accurate and informing their next steps.
* Schemes of work that teach, test and improve the skills and knowledge our students need.
* All our students, regardless of circumstances, achieving and aspiring to achieve.
* Having a clear Positive Learning Strategy that is consistently used to reward students and support the achievement of all.
* Providing a high quality appraisal system that effectively informs CPD for all staff, including leadership development.
* Providing strong and purposeful tutoring, assemblies, enrichment and student leadership programmes that improve student aspiration, ambition and confidence.
* Working with our students to build resilience and perseverance.

**Leadership Expectations**

* To adopt an outstanding leadership approach in accordance with the Trust Leadership’s Standards through self-reflection and peer support.
* To develop and support SEN Staff to raise student development and attainment through outstanding leadership.
* To display a professional and expert knowledge of SEN statutory regulations and compliance to those regulations with the ability to identify timely interventions and improvement plans.
* To track pupil progress identifying and supporting students in ensuring they reach personal targets for attainment and development.
* To support and offer advice to teaching staff providing expert knowledge and developing a positive climate for peer support and learning.
* To work with the teaching Lead Practitioners to develop teaching that can differentiate for pupil needs and development.
* To hold team meetings and produce termly action plans and guidance documents – with involvement from key staff and share best practice across other departments.

|  |
| --- |
| **Outcome Measures for 2018**  34% in the basics, (9-5) A8 = 54.4 |

**Core Purpose of the Post**

Effectively lead SENCO Provision to raise achievement of all SEN students. Responsible for the students with SEN and medical needs, and the effective implementation of the SEN Code of Practice 2015 (or preceding versions). Line Management of SEN and EAL staff.

**Outcome Measures**

* Students with SEN (school support) achieve a P8 of 0.
* The attendance of students with SEN (school support) is in line with national figures.

**Responsibilities**

1. **Strategic Development of the SEN Provision**

* Expertly lead the SEN Provision to create a great provision.
* Support the Assistant Headteacher of Inclusion in drafting and implementing the SEN’s development strategy for improving the quality of the provision and progress made of SEN students and KPIs.
* Lead the day-to-day operation of the provision for students with SEN statemented needs ensuring each students’ needs are met, students make at least good progress, and the provision is compliant to statutory and trust audits.
* Have day to day responsibility for SEN funding; ensuring this is sufficiently and timely applied to students’ needs and expenditure is in accordance with funding requirements.
* Contribute to partnership working between the Inclusion Teams (SEN) Support and Challenge Managers to sufficiently support students in the respective year groups.
* Work in conjunction with the SLT link for curriculum to develop and adapt the curriculum to meet students needs.
* Liaise with the SLT link for behaviour to identify any link with behaviour to learning needs and create strategies for support and inclusion.
* Develop and maintain relationships with relevant stakeholders to share and develop best practice to improve the quality of the provision and students learning.
* Maintain and analyse the school’s provision map for vulnerable learners (including SEND, medical need and other identified students).
* Identify on this provision map a staged list of students with special educational needs; including those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans.
* Meet regularly with teachers to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the academy’s provision map.
* Ensure that all support provision is monitored and evaluated to ensure maximum impact and value for money.
* Attend Trust and external SENCO network meetings and training as appropriate.
* Oversee the records on all students with Special Educational Needs/Disabilities.
* Maintain the school’s SEND register and overseeing the records on all students with SEND.
* Contribute to the school’s Promoting Equality and SEND and Inclusion Policies to ensure they meet all necessary requirements.

1. **Student’s attainment and development**

* Ensure that all students have differentiated teaching to support their academic and development needs.
* Ensure all teachers have high quality differentiate learning outcomes for students with SEN needs.
* Ensure the provision has an EHC plan for each student with more complex SEN or medical needs.
* Implement a programme of Annual Review for all students with a statement of special educational need or Education, Health and Care Plans.
* Comply with requests from external Education Health and Care Plan Coordinators to participate in a review.
* Ensure there is clear set of expected outcomes, which include academic and developmental targets, with the provision being accurately recorded; liaising with teaching staff to ensure they maintain responsibility for the students’ progress.
* Support and track the progress of key identified groups to ensure they are making at least good progress.
* Lead in-service training of staff.
* Carry out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a student may have a special educational need which will require significant support,
* Monitor the school’s system for ensuring that pupil profiles are up to date, appropriate and shared with staff.
* Evaluate regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
* Liaise with the Exams Officer to coordinate access arrangements for exams.

1. **Parent / Carer and third party Liaison**

* Liaise with the school’s SLT Link for Inclusion, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs/Disabilities (nationally, locally and within school).
* Liaise closely with a range of outside agencies to support vulnerable learners
* Meet with in-year admissions students, to further identify needs and refer to appropriate support or programmes.
* Ensure parents / carers of Students with EHC Plans are met at least termly to set clear goals, review progress made and identifies the responsibilities of the parent, pupils and school.
* Attend Inclusion panel meetings, presenting any specific reports on students appearing before the Panel and advising attending staff on next steps for specific students.

1. **Outstanding Teacher**

* Be an outstanding teacher of your subject; undertake the full range of duties and responsibilities as required by the Headteacher as set out in The School Teachers Pay and Conditions of Service.

**General**

* Ensure confidentiality of the school’s activities is maintained in order to protect the integrity of the school and its people.
* Always adhere to the school’s Equality and Diversity, Safeguarding and Health and Safety Policies.

This job profile is not a definitive list of responsibilities but identifies the key components of the role. The post holder will, therefore, be required to undertake other reasonable duties commensurate with the purpose and salary level of this post.



**SENCO (Head of SEN)**

**Person Specification**

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Essential** | **Desirable** |
| **Experience** | | |
| Significant successful experience in a post of responsibility in school |  |  |
| Experience of working within an SEN environment within a large secondary school setting. 11818 years |  |  |
| Experience of leading a SEN team in a large secondary school setting 11-18 years |  |  |
| Designing learning materials that are tailored to meet the needs of a range of learners |  |  |
| Consistency of outstanding teaching. |  |  |
| Experience of implementing systems and structures to support whole school SEN practice |  |  |
| **Qualifications** | | |
| National SENCO qualification or full commitment to attaining this qualification |  |  |
| Qualified Teacher Status |  |  |
| Evidence of continuous professional development in SEN practice |  |  |
| **Specialist Knowledge** | | |
| Working knowledge of the SEND Code of Practice |  |  |
| Good understanding of school improvement / Ofsted inspections |  |  |
| Up to date knowledge of examination specifications.  school based assessments and prepare for examinations. |  |  |
| Ability to develop and improve teaching, learning and achievement for all |  |  |
| **Leadership Skills** | | |
| Ability to lead a diverse team |  |  |
| Ability to develop and drive intervention strategies which can deliver rapid improvement |  |  |
| Ability to accurately use data to analyse progress, and identify strategies for improvement |  |  |
| Ability to develop and deliver CPD in SEN |  |  |
| **Specialist Skills** | | |
| Ability to build and maintain outstanding relationships with students and staff which promote excellent behaviour and attainment across the school.  promote excellent behaviour and attainment across the school |  |  |
| Awareness of access arrangements and their implementation. |  |  |
| Ability to work flexibly and meet tight deadlines |  |  |
| Excellent communication and interpersonal skills |  |  |
| **Other** | | |
| Have an acceptance of, and a commitment to, the Trust’s policies in relation to  equality and safeguarding and promoting the welfare of children. |  |  |
| Able to speak in fluent English (in accordance with The Immigration Act October  2016). |  |  |
| Be prepared for the occasional travel to other Beckfoot Trust schools and hold business travel insurance. |  |  |