

**Castlebrook High School**



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Web: www.castlebrookhighschool.co.uk

Academy Principal: Mrs S. Armstrong BA (Hons), NPQH

**Special Educational Needs Co-ordinator (SENCO)**

**Job Description**

**Accountable to:** The Principal via Deputy Principal **Grade:** MPS + TLR1A + SEN allowance

**Job Purpose**:

* To provide high quality strategic leadership to ensure that all SEN learners across the school make substantial and sustained progress from their different starting points.
* To provide strong and effective leadership to the Inclusion team who contribute to the department, ensuring that high quality, consistent learning takes place.
* To lead, develop and enhance the quality of support in the department.
* To lead and manage the learners, staff and resources in the department.
* To ensure and maintain links with appropriate organisations, local, national and international in order to enhance the curriculum experience of the learners.

**Specific responsibilities and duties of the SENCO**

**Leading Teaching & Learning**

* Lead by example and secure and sustain effective learning and teaching of SEND & EAL learners
* Identify and adopt the most effective teaching approaches for learners with SEND and ensure their use is embedded across the school
* Monitor teaching and learning activities to meet the needs of learners with SEN.
* Identify and teach study skills that will develop learners’ ability to work independently.
* Liaise with other external agencies and schools to ensure continuity of support and learning when transferring learners with SEN.

**Leading Recording and Assessment**

* Work with colleagues to set challenging targets for raising achievement among learners with SEN.
* Ensure robust tracking systems are in place to collect and interpret specific learner level assessment data allowing the school to identify value-added by its quality first teaching programme and intervention strategies.
* Set up systems for screening learners at “point of entry” identifying, assessing and reviewing provision for SEN children once identified.
* Develop understanding of learning needs and the importance of raising achievement among learners.
* Attend annual IEP review meetings, parent evening consultations keeping parents informed about their child’s progress.

**Leadership and Management**

* Ensure the school SEN register is up to date and all stake holders are fully informed about support programmes in place/planned.
* Ensure SEN learner cycles of review are monitored regularly, are live documents and their impact is assessed and progress can be evidenced.
* Take the strategic lead in ensuring EAL learners’ needs are met.
* Encourage all members of staff to recognise and fulfil their statutory responsibilities to learners with SEN and understand the importance of Quality First Teachers taking ownership of additional provision and the progress children (with SEN) make in their class/teaching group.
* Take the lead in constructing the schools provision map ensuring intervention programmes target the right learners and staff expertise is deployed appropriately.
* Provide training opportunities for teaching assistants and other stakeholders to learn about SEN and work with other colleagues to deliver training on specific intervention programmes.
* Disseminate good practice in SEN/EAL across the school.
* Identify resources needed to meet the needs of learners with SEN and advise the Principal of priorities for expenditure.
* Contribute to Senior Leadership Meetings on the effectiveness of SEN provision in the school and be prepared to share this information with other stake holders.
* Take the lead in liaising, co-ordinating and managing all external support offered to school locally and from the agency.
* Ensure that all additional educational funding is secured and resources maximised to secure the best possible outcomes.
* Responsible for the compilation, maintenance and dissemination of information related to the Special Needs Register.
* Responsible for the co-ordination, collation and completion of all documentation related to the various stages of the SEN Code of Practice, particularly the early stages of statutory assessment and the review of the EHCP.
* Update the Principal and Academy Council on the effectiveness of provision for learners with SEN.
* Liaise with primary schools as part of SEN/EAL transition.
* Develop and maintain the school’s SEN policy.

**Management of resources**

* Be responsible for the oversight of department resources and their use.
* Establish and maintain a well organised resources base.
* Keep an accurate up-to-date inventory of all subject resources.
* Ensure that Health and Safety rules and principles are in place and upheld by all.
* To ensure Health & Safety procedures are adhered to by all department staff and the department has up-to-date and appropriate risk assessments.
* To be up-to-date on procedures for the safeguarding of learners.

**Accountability to Line Manager, Principal and Academy Council**

* Prepare for and meet regularly with the SLT link. Adhere to the Fixed Line Management Agenda.
* Report termly on the progress of learners at both Key Stages.
* Analyse and evaluate these results for the purpose of informing development planning.
* Determine an annual Department Improvement plan which takes into account both school and department priorities, and which is reviewed regularly.
* Implement the developments and CPD required following department reviews and lesson observations.
* Oversee the production of learner reports and be responsible for the quality and accuracy of report writing within the department.
* Participate in the appraisal process and act upon its outcomes as appropriate.
* Provide information for the SEF and other whole school documents.
* Produce an annual SEN report for the Academy Council.
* Prepare the Department for visits by HMI, OFSTED and other external visitors.
* Liaise with the Academy Council Principal in the development and maintenance of the SEN report for the school website.

**Maintaining a supportive working environment**

* Have oversight of department rooms to create a clear department identity, which is conducive and supportive to learning.
* Hold regular department meetings.
* Serve as a model to other members of the department.
* Support and guide other members of the department, acting as a coach where appropriate.
* To be actively involved in the appointment and induction of new staff in the department.

**Leading standards and quality assurance**

* Have a vision for the contribution of the department to the ethos of the school which is referred to regularly and used to guide future developments.
* Share the work of the department with parent/carers, colleagues and other stakeholders.
* Establish curricular links with the community, other schools and other curriculum areas within the school.
* Work with the team to ensure that professional standards are upheld.
* Promote attendance and involvement in whole school events.
* Ensure staff attendance at Parents’ Evenings/meetings and organisation of the department for these events.
* Ensure the department is well represented at whole-school events.
* Ensure that the learning environment is attractive, tidy, safe and conducive to learning.
* Ensure cover staff are well supported in the department.
* Carry out the duties of a teacher as set out in the current Teachers’ Standards Document (September 2012).
* Undertake such duties as their respective Line Manager or the Principal may determine as reasonably falling within the role.
* Undertake whole school duties as may be reasonably determined by the Principal to ensure the success of learners and the efficient and effective running of the school.
* Participate in staff CPD and Professional Development opportunities.
* Adhere to all school policies.
* Provide cover for staff in line with the ‘Rarely Cover Agreement’.
* Teachers on the Upper Pay Scale will be expected to make a particular contribution to building team commitment in line with the statutory requirement to meet threshold standards. In particular, teachers at UPS 3 will:
  + Make a distinctive contribution compared with other less experienced teachers
  + Contribute effectively to the wider team

**Safeguarding:**

All staff are expected to:

* Promote and safeguard the welfare of children and young people you are responsible for or come into contact with
* Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

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| Where an employee is asked to undertake duties other than those specified directly in his/her job description, such duties shall be discussed with the employee concerned who may have his/her Trade Union Representative present if so desired. (See paragraph 203 of Supplemental Conditions of Service) | | |
| Job Description prepared by: | Sign: Mrs S. Armstrong,  Academy Principal | Date: May 2017 |
| Agreed correct by Postholder: | Sign: | Date: |
| Agreed correct by Supervisor/Manager: | Sign: | Date: |



**Castlebrook High School**



**Special Educational Needs Co-ordinator (SENCO)**

**Person Specification**

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| **Shortlisting Criteria** | **Essentia**l | **Desirable** |
| **Qualifications**  NASENCO qualification\*  (\*consideration would be given to someone currently on the course and with extensive experience of working with SEND learners as part of an SEND department) | √ |  |
| Honours Degree | √ |  |
| Evidence of professional development relevant to Middle Leadership |  | √ |
| Certificate in Psychometric Testing for access arrangements (if the successful candidates does not hold this qualification, they will be support to gain it within the first year) |  | √ |
| **Experience**  A track record of success as a teacher in a secondary school, in particular with learners with Special Educational Needs | √ |  |
| Working with parent/carers to support learners’ welfare and achievement | √ |  |
| Teaching SEN learners including EAL | √ |  |
| Working as part of an additional needs team | √ |  |
| Leading people to raise achievement | √ |  |
| Effective deployment of staff or resources | √ |  |
| Introducing new initiatives and/or of managing change | √ |  |
| Working under the SEN Code of Practice | √ |  |
| Effective collaboration with external agencies | √ |  |
| Working with challenging learners | √ |  |
| Timetabling support staff |  | √ |
| Writing policies |  | √ |
| Middle leadership experience |  | √ |
| Ability to attend evening meetings | √ |  |
| **Continuing Professional development**  Evidence of continuing professional development | √ |  |
| Evidence of keeping up to date with educational thinking and knowledge relating to provision of learners with SEN | √ |  |
| A strong commitment to quality professional development of staff | √ |  |
| Middle Leadership training |  | √ |
| Safeguarding and Child Protection training |  | √ |
| Training on specific areas of SEN |  | √ |
| **Safeguarding**  Two references which confirm no issues evident in terms of child protection, discipline or capability and positive relationships with learners, staff and parent/carers | √ |  |
| Commitment to safeguarding young people, appropriate DBS record | √ |  |
| Suitable to work with young children | √ |  |
| Able to form and maintain appropriate relationships and personal boundary with children and young people | √ |  |
| Positive attitude to use of authority and maintaining discipline | √ |  |
| **Personal Qualities**  The successful candidate will demonstrate the highest levels of personal and professional integrity at all times. They will need to demonstrate a positive outlook, energy, enthusiasm, resourcefulness, drive, the ability to motivate others, to be flexible and to work as part of a larger team.  A passion for learning and a desire to play a key part in the further development of Castlebrook High School to realise our ambitious and inclusive vision and to be the best school we can possibly be.  An excellent health and attendance record is essential.  A high degree of professionalism is essential. |  |  |

**Please note:**

Castlebrook High School is fully committed to safeguarding children and has clear policies with regard to safeguarding learners. All staff appointed to the school will need to demonstrate their suitability to work safely with young people.

All members of staff are expected to be smartly and professionally attired and follow the Staff Code of Conduct policy.

The school operates a no smoking policy.

Employees of the school have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.