



JOB DESCRIPTION - SENCO

Salary: MPS/UPS + TLR1
Disclosure Level: Enhanced DBS

This document should be read in conjunction with the School Teachers' Pay and Conditions Document, 2016.

Job Title
SENCO

The Vision

Balaam Wood School based on the highest aspirations and expectations, characterised by evidence based teaching and learning leading to the best outcomes for all pupils both academically and socially. Staff are valued, challenged and supported – part of the learning community where they drive their own professional development. A school that works in positive partnership with parents and carers, holding the best of reputations and acting as an 'anchor' of the community. At the heart of the school is a curriculum that develops aspirant, resilient and confident pupils with high self-esteem and a thirst for learning that extends beyond the classroom.

Job Purpose

The SENCO, with the support of the Headteacher and Governing Body, takes responsibility for the day-to-day operation of provision made by the school for pupils with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all pupils.

Main Responsibilities

- Strategic direction and development of SEN provision;
- Monitoring and developing teaching and learning within the school as it impacts SEN;
- Assessing prospective pupils and working with parents and carers;
- Leading and managing staff within SEN; and
- Efficient and effective deployment of staff and resources within department and across the school.

Line Management

To be responsible to: Deputy Headteacher (Teaching and Learning)

To be responsible for: SEN Intervention Coaches

Strategic direction of SEN provision

- Ensure effective systems of communication including feedback about pupils' learning to inform future planning;
- Monitoring the quality of SEN support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed;
- Ensure that the objectives of the SEN Policy are reflected in the School Improvement Plan;
- Liaise with and coordinate the contribution of external agencies;
- Have an up-to-date knowledge of national and local initiatives, which may impact upon policy and practice.

Teaching and Learning

- Advising on the whole school Teaching and Learning policy to ensure inclusive teaching;
- Leading on the whole school SEN Policy and ensure its implementation;
- Leading department and whole school training regularly and where appropriate, this may include chairing and participating in working parties;
- Providing opportunities for observation of colleagues/visits to other schools in order to share best practice;
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice in the classroom and in one-to-one lessons;
- Work with pupils, Subject Leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behavior and achievement are set for SEN pupils;
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum;
- Overseeing and monitoring the quality of IEPs and maintaining detailed information for subsequent meetings with parents and carers;
- Maintain and develop systems for colleagues to monitor and record progress made by pupils with SEN towards the achievement of targets set in IEPs;
- Review IEPs with parents, carers, pupils and teachers and agree and communicate new targets;
- Support the Headteacher in meeting statutory responsibilities for Education and Health Care Plans and their Annual Review;
- Lead the Annual Review meetings for pupils with an Education and Health Care Plan.

Assessment and Access Arrangements

- Provide the Guidance team and the Senior Leadership Team with advice on suitability of prospective pupils through scrutiny of evidence provided and/or assessment;
- Coordinate access arrangements for entrance examinations;
- Coordinate and ensure high standards of assessment, evidence gathering and compliance for access arrangements for public examinations;
- Liaise with the Data and Examinations Officer to ensure up-to-date information and records for access arrangements;
- Communicate information on access arrangements to staff;

- Conduct baseline assessment on all pupils on entry to the school as required;
- Analyse and communicate assessment data for teaching, learning and access arrangement purposes.

Leadership and Managing Staff

- Lead and manage all staff within the SEN department, including tutors, Intervention Coaches and Speech and Language Therapists;
- Coordinate timetables for visiting agencies/staff;
- Advise the Headteacher on all staffing matters within the department;
- Appraise all departmental colleagues in line with the school's Appraisal Policy;
- Encourage all staff to recognize and fulfil their statutory responsibilities;
- Identify the training needs of staff within the department and the wider school community and organise/coordinate training to be delivered by other professionals;
- Disseminate procedural information such as recommendations of the code of practice or the school's own SEN Policy;
- Manage the provision of in-class support by SEN Intervention Coaches;
- Ensure the establishment reviews the needs, progress and targets of pupils with learning difficulties;
- Provide regular information to the Headteacher and Governing Body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision-making and policy review;
- Liaise with the Finance Team regarding LA funded pupils.

Efficient and Effective Deployment of Staff and Resources

- Draw up the annual department budget and annual Departmental Development Plan;
- Provide advice to the Headteacher and SENior Leadership Team relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEN;
- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT;
- Maintain existing resources and explore opportunities to develop and incorporate new resources from the range available within and externally to the school;
- Ensure that classroom practice and resources comply with the school's Accessibility Policy.

Pastoral Role

- To take responsibility for a Form Group if appropriate and to carry out the duties associated with that role;
- To undertake weekly duties in line with all full-time members of staff.

Conditions of Employment

The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for assessment, planning and preparation), also any local agreements, local authority circulars and guidelines giving interpretations of teachers' conditions of employment.

Employees will be expected to comply with any reasonable request from a manager to undertake work from a similar level which is not specified in this Job Description.

Employees are expected to be courteous to colleagues, dress smartly and provide a welcoming environment to visitors and telephone callers.

Special Conditions

A teacher on the Upper Pay Scale shall meet the performance threshold standards as specified in the school's Teacher's Pay and Conditions Document.

The duties required of a teacher under this Job Description shall be such as require the exercise of a teacher's professional skills and judgement.

Review and Amendment

This Job Description is normally subject to annual review. It may be amended at the request of the Headteacher or the postholder but only after full consultation with the postholder.

Job Description issued following consultation:

Postholder:

Signature of Headteacher:

Date:

September 2017