

JOB DESCRIPTION

Special Education Needs Co-ordinator (SENCo)

Reporting to:	Co-Head (Inclusion)
Starting Salary:	£47,064 - £50,416 per annum (TCES Salary Band 4.03 – unqualified) £54,060 - £56,710 per annum (TCES Salary Band 3.01 – qualified)
Location:	Create in the Community
Contract and hours:	Permanent, Term Time Only

Job Purpose

Work with the Headteacher to deliver strategic development of the Special Educational Needs (SEN) provision of this community-based service and hold oversight of the management of appropriate interventions and Annual Review process, with the aim of supporting all pupils to reach their full potential.

Work collaboratively with the clinical and inclusion team to develop appropriate strategies on a whole service, pupil pathway and individual basis, ensuring that the right resources are in place to deliver the interventions identified on individual Education, Health and Care Plans (EHCP).

Main duties and responsibilities

SEND Provision

Ensure that staff understand all pupils' EHCPs and Individual Education and Behaviour Plans and that the service carries out its statutory responsibilities and is compliant with legal processes.

With the support of the Pastoral Care Coordinator and Cluster Leads collate and interpret individual pupil data and use this to inform interventions for individual learners.

Develop and coordinate appropriate and necessary interventions that support learning, utilising appropriate tools and strategies for delivery in community-based settings.

Alongside the Deputy Headteacher, identify and disseminate the most effective teaching approaches to bridge barriers to learning through:

- Overseeing the assessment of learning needs, production of baseline assessments and individual target setting.
- Collecting and interpreting specialist assessment data to inform practice.
- Keeping an up-to-date provision map, reviewed regularly, that ensures that all groups of learners are receiving appropriate interventions to support them in reaching their full potential.
- Monitor teaching quality and pupil achievement.
- Keeping accurate and up to date records.

To assist with case management of a selection of pupils.

Ensure that families of pupils who are entitled to Pupil Premium are assisted to apply to for it; that Pupil Premium Grant (PPG) money is spent on appropriate resources to support individual progress and that its impact is monitored and recorded.

Analyse and interpret relevant pupil data within the context of local and national data.

Annual Reviews

Coordinate and oversee all annual reviews and chair face-to-face and virtual meetings as appropriate holding a pupil centred review.

Ensure all relevant agencies connected to a pupil are formally invited within adequate timeframes to attend.

Ensure that the views of pupils are shared in the annual review meetings, that the meetings are pupil-facing and that pupils attend the meeting wherever possible, together with their parent/carer.

Make sure that young people attending their annual review meetings are given the opportunity to have a voice through the provision of a suitable advocate or by whatever means is necessary.

Ensure that future pathways are clearly defined and discussed at all annual review meetings and monitor progress towards targets for all groups of pupils.

Alongside the Deputy Headteacher and Cluster Leads, arrange Pupil Support Meetings that are strengths based, evaluate and develop support strategies for individual young people based on need.

Support – Pupil & Staff

Teach online lessons to an agreed timetable, collaborating with middle and senior leaders to cover lessons as required.

Act as the Designated Teacher for Looked After Children.

When required, fulfil the role of Deputy Designated Safeguarding Lead and support the DSL in managing safeguarding and child protection matters as and when required.

Collaborate with staff and SLT to monitor attendance and to ensure that the attendance toolkit is being used effectively, developing strategies for engagement.

Provide support and advice on Post 16 placements for all pupils from year 9 upwards in order to create clear pathways.

Collaborate with the Exam Officer, Deputy Headteacher and learners to ensure access arrangements are assessed in a timely way, that appropriate support is in place for individual learners, and to monitor exam submissions.

Provide professional guidance and coaching to teaching staff on how to provide differentiated learning for all pupils.

Identify school staff training needs, in relation to knowledge, understanding and skills needed to successfully support pupils with Special Educational Needs and Disabilities (SEND), and to recognise those with undiagnosed needs, in line with the SEN Code of Practice, and support in co-ordinating external training.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and qualifications

Qualified Teacher Status (QTS), QTLS or equivalent.

National Award for SEN Coordination or willing to complete.

Knowledge and experience

Experience of liaising with SEN Teams in Local Authorities.

Experience of coordinating pupil centred annual reviews and providing timely reports.

Experience of supporting neurodiverse children or with ASC and/or SEMH and an understanding of potential implications for communication, learning and behaviour patterns.

Demonstrable experience of raising outcomes for pupils with neurodiverse needs whilst promoting a culture of inclusion.

Working knowledge of Safeguarding & Child Protection Procedures, the National Curriculum, Key Stage requirements and Code of Practice for SEND.

Recent proven experience as an outstanding teacher, supporting and coaching support staff and teachers.

Skills and ability

Be able to offer a calm response to children with ASC and SEMH and always promote de-escalation and emotional regulation.

Prioritise workload effectively; organised with attention to detail.

Collaborate and work creatively, interpreting the SEN Code of Practice to support pupils.

Excellent verbal and written communication with experience of writing and keeping effective records and reports for a range of audiences, using proficient IT skills.

Able to support pupils in forming and sustaining effective relationships.

Able to promote and celebrate diversity and equal opportunities.

Promote excellent practice and reflect upon own practice, aware of new developments in practice and policy that effect the role.

Resilient, committed and a hard worker - able to keep going in the face of adversity and never giving up.

Other

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES Values.

D= Desirable **June 2024**