**Role: Special Educational Needs Coordinator – (SENCO)**

**Hours of work:** 37.5 hours per week. Monday – Friday 8am-4pm

**Department:**  SEN

**Salary:**  Competitive - in line with the successful candidate’s experience

**Reporting to: Principal and Vice Principal (Safeguarding and Vulnerable Students)**

**The post**

This is a senior post and the post holder will be expected to make a significant contribution to the academy in addition to their responsibilities within the department. They will have responsibility for outcomes within their area in terms of progress measures and attainment for the relevant student cohorts across both key stages. As a key leader within the Academy, the post-holder is expected to demonstrate consistently high standards of personal and professional conduct and be a positive ambassador for Manchester Academy at all times.



**Principal Responsibilities:**

* To work closely with the Principal, the Senior Leadership Team and other colleagues in the strategic development of the Academy’s Special Educational Needs (SEN) policy and oversee the day-to-day implementation of that policy with the aim of supporting pupils with SEND and improving their outcomes.
* To take a key role in assisting the Principal and Governors with the strategic development of SEND policy and provision
* To line manage a team of teachers, LSAs and other support staff where applicable, including those holding TLR responsibilities within the department.
* To line manage the Pathways and Induction (EAL) departments, ensuring effective collaboration across the two where relevant
* To line manage the LA ASD provision and specialist teacher(s) and LSAs
* To lead the planning, implementation and delivery of the Academy’s ‘Pathways’ curriculum and assessment provision for pupils with SEND
* To ensure the objectives to develop SEND are reflected in the Academy development plan
* To support all staff in understanding the needs of pupils with SEND through training and dissemination of information
* To help identify the most effective teaching approaches for pupils with SEND and communicate to teachers
* To liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
* To coordinate and chair/facilitate effective academy and external agency contributions to all annual reviews
* To attend Year 6 Annual Reviews for primary pupils with statements to help facilitate continuity and progression through the development of a transition programme. Liaise with Year 5 pupils requiring advice about provision.
* To ensure effective strategic deployment of LSAs to meet statutory hours and other identified support needs
* To establish clear expectations and constructive working relationships within the department, devolving responsibilities and delegating tasks, as appropriate
* To teach pupils with SEND including those within the ASD provision
* To liaise with the sensory services based in school, and externally, and disseminate information and training to colleagues
* To liaise with the school nurse to create effective interventions for pupils with SEND
* To liaise with the school counsellors to create effective interventions for pupils with SEND
* To liaise between the Pathways and Induction teams to identify rationalised support for these vulnerable pupils and effectively establish any SEN issues amongst the EAL cohort
* To lead by example and provide the motivation and direction for the department.
* To develop and implement policies and practices within the department which reflect the Academy’s commitment to raising standards and outcomes.
* To lead the monitoring of the quality of teaching and learning within the department, ensuring that

there is a consistency in the quality of provision, support and intervention

* To lead a continuous cycle of self-evaluation and to provide termly reviews of progress identifying areas of strength,

areas for development and strategies for improvement.

* To establish and implement clear practices for assessing, recording and reporting on pupil outcomes in

line with the Academy policy and to effectively use data to recognise achievement and to challenge staff in providing

appropriate intervention

* To be able to use external and internal data sources to evaluate the Academy’s performance within the department

against national averages

* To liaise regularly with Curriculum and Assessment Leaders (CALs) and Directors of Character and Culture (DCCs) about pupil progress
* To ensure the effective and efficient management and organisation of learning resources, including information and communications technology.
* To ensure that a system for pupil rewards and sanctions operates within the SEND department that is in line with Academy policy.
* To manage the department capitation to support and develop learning and teaching and make bids to the

Principal for additional resources for developments

* To create an effective and stimulating environment for teaching and learning for pupils with SEND
* To ensure that there is a safe working and learning environment within the faculty where risks are properly assessed.
* To ensure adequate provision is in place within the faculty to support colleagues who are new to the school
* To lead the implementation of the school’s Professional Development Review policy within the department, identify training needs and opportunities that meet both the personal development needs of colleagues and the improvement priorities of the Academy.
* To ensure that all staff within the department follow the school’s absence procedures including return to work interviews.
* To undertake any reasonable duty at the request and discretion of the Principal.
* To complete any other tasks commensurate with the role and responsibility.

**This job description will be updated on a regular basis in consultation with the post holder**

**The above information is to help staff understand and appreciate the work content of their post and the role they are to play in the organisation. However it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are include in the job description.**

**Person Specification: SENCO**

**Qualifications:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Essential** | **Desirable** | **Measured** |
| Bachelor’s degree | ✓ |  | App |
| Be of Qualified Teacher Status | ✓ |  | App |
| Evidence of further study preferably with a higher qualification such as National Award for SEN Coordination or be willing to undertake this as soon as is practicable if appointed | ✓ |  | App |
| Have good academic qualifications relevant to the post | ✓ |  | App |

**Knowledge:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Essential** | **Desirable** | **Measured** |
| Have a thorough understanding of the new SEN Code of Practice and  practical experience of teaching pupils with specific SEND issues | ✓ |  | App/Int |

**Skills & Experience:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Essential** | **Desirable** | **Measured** |
| Have a high regard for young people and the learning process | ✓ |  | App/Int |
| Have the ability to articulate and maintain a vision for high standards and achievement | ✓ |  | App/Int |
| Have the ability to communicate effectively both verbally and in writing | ✓ |  | App/Int |
| Have strong ICT skills and ability to use the office suite and SIMs  effectively to meet the requirements of the job specification | ✓ |  | App/Int |
| Have experience of leading a group of staff with demonstrable impact | ✓ |  | App/Int |
| Be able to gain respect from staff and students | ✓ |  | App/Int |
| Be efficient, highly organised and able to work in a high pressure environment | ✓ |  | App/Int |
| Have proven ability to effectively motivate staff and students | ✓ |  | App/Int |
| Have the ability to establish good working relationships with staff, students’ parents and the wider community | ✓ |  | App/Int |
| Able to support, mentor, coach and challenge colleagues to raise their performance | ✓ |  | App/Int |
| Have personal impact and high presence within the school | ✓ |  | App/Int |
| To be committed to self-development and the improvement of others within the faculty | ✓ |  | App/Int |
| Have energy, dynamism and a sense of humour | ✓ |  | App/Int |
| Have experience of leading teams with demonstrable impact | ✓ |  | App/Int |
| Have appropriate professional development in preparation for middle management/senior management |  | ✓ | App/Int |