# Nightingale Academy Logo RGB Jpeg.jpg

**Job Description**

**Job Title:** SENCO

**Location:** Nightingale Academy

**Hours of work:** 1265 hours

**Reports to:** Vice Principal

**Particular Duties:**

The SENCO is responsible for:

To foster the academic social aesthetic physical and moral development of the students in the academy with special educational needs including the implementation of Academy policies; to be aware of and promote at all times the Academy ethos, vison, policies and procedures,

* Devise Maintain and monitor up to date development plan for the area of special educational needs
* Co- ordinate plan and implement a comprehensive range of interventions to meet the needs of students with learning difficulties
* Effective delegation of responsibilities within the learning support team
* Ensure that teachers are equipped with information and guidelines for support of students on the learning support register, including that all staff are aware of IEPs or equivalent and how they should be implemented
* Work with curriculum leaders , year leaders and classroom teachers to maintain an effective identification, analysis of need and support programs for all students with LDD
* Devise and maintain tracking systems that are appropriate to monitor effectiveness of all courses and provision for students with special educational needs, use school and national data to assess progress against targets.
* Monitor the progress of students with additional learning needs, reporting regularly to SLT and other stakeholders on the effectiveness of provision being delivered at the academy and on the overall progress of students with special needs
* Undertake regular and rigorous analysis of the data about students with LDD and use them to plan targeted, tailored support for each student at K and S.
* Provide on-going pastoral care and learning support of students with social/emotional/behavioral difficulties arising from LD
* Contribute to the development of a pathways curriculum that challenges and meets the needs of all students.
* Maintain the Academy register of students with learning difficulties with files for each identified student
* Manage the development, monitoring and review cycle for Individual Educational Plans or equivalent, ensuring these are on-going documents created in consultation with students and their parents
* Receive and act on referrals of students whose progress is causing concerns from colleagues or parents
* Liaise with the Principal about students’ suitability for admission to the Academy
* Ensure smooth transition for students to the Academy requiring learning support from all feeder schools
* Develop, implement and monitor whole Academy policies and procedures for the identification and assessment of students with learning difficulties, including screening
* Oversee public and internal examination arrangements for students with concessions in consultation with the Examinations Officers and Year Leaders
* Make access arrangements for Entrance Testing for candidates with known learning difficulties
* Liaise with outside agencies and Special Schools to ensure the quality of provision for students with Special Educational Needs
* Liaise with the finance manager to apply for additional funding when appropriate
* Organise and chair regular team meetings and send minutes of all meeting to the Principal and Vice Principal
* Manage a departmental budget
* Develop best practice for Learning Support Staff
* Produce the Departmental Handbook
* Devise, implement and monitor policies, Standard Operating Procedures and procedures for ensuring effective and regular communication with parents and deal with their concerns and requests
* Advise colleagues on learning support matters and provide appropriate staff INSET when required
* Attend INSET and conferences to keep abreast of developments in the area of learning support
* Liaise with colleagues, including advising on tutor group and set placements and subject choice, as well as significant behavioral interventions
* Liaise with outside agencies including referral of students, communicating with the Educational Psychologist, attending follow-up meetings and summarizing findings and recommendations for colleagues, maintenance of statements for students with Special Educational Needs
* Keep accurate records

**Their own Professional Development**

* keeping up to date with research and developments in pedagogy and in any subjects taught, raising, when appropriate, issues with the head of department
* evaluating their own teaching critically and use this to improve their effectiveness
* building up a thorough understanding of their professional responsibilities in relation to school policies and practices
* setting a good example to the pupils they teach in their presentation and their personal conduct
* participating in Performance Management arrangements

**Teaching and Managing Pupil Learning**

* identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
* setting appropriate and demanding expectations for pupils’ learning and motivation.
* setting clear targets for pupils' learning, building on prior attainment and considering each pupil as an individual
* ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
* using teaching methods which keep pupils engaged, including stimulating pupils’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
* Setting high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
* Adapt teaching methodology to ensure that SENS and PP students make at least good progress.
* ensuring that pupils are thoroughly prepared for their examinations and that any examination coursework is completed and marked according to examination board and departmental criteria
* ensure that examination board rule and regulations are fully complied with
* liaising effectively with support staff working within Department

**Tutorial Responsibilities**

* establish relationships with students for all-round success to promote their welfare
* mentor students including academic overview of progress and help set targets for improvement
* Support Physical intellectual , emotional and social development of students

**Monitoring and Assessing Pupil Progress**

* marking and monitoring pupils’ class and homework providing constructive oral and written feedback, setting targets for pupils’ progress.
* assessing how well learning objectives have been achieved and use this assessment for future teaching.
* maintaining full records of attendance, homework, National Curriculum Attainments, and examinations for pupils taught, including members of the tutor group
* producing and analysing teaching group examination predictions and results as requested by the Head of Department and SLT
* participating in faculty discussions of pupil targets and progress and of the development of strategies to meet departmental target
* overseeing the pastoral needs of all pupils taught and passing on any concerns to the appropriate member of staff
* mentoring and negotiating individual targets for tutees

**Resources within the Department**

* selecting and making good use of learning resources to enable teaching objectives to be met
* ensuring that stock and equipment is well cared for and economically used
* ensuring that departmental rooms present a stimulating and tidy environment
* implementing the Academy Health and Safety Policy

**Communication with Parents**

* attending any appropriate meetings with parents
* providing informative reports to parents
* raising, in consultation with the Head of Year, particular concerns regarding tutees with parents

**Internal Communication**

* representing the views and interests of the Department to the Head of Department and other post holders
* providing information required by HODs., HOY, SENCO or LG
* actively participating in Department Meetings
* liaison with the Pastoral Leader to ensure the implementation of effective pastoral systems

**Staff Absence**

* ensuring that appropriate work has been set and that the resources required are available
* supporting supply staff who are working within the Department

**Specific Task & Responsibilities**

* undertake the duties of a form tutor
* take an active part in the wider life of the academy

**Additional Clauses**

* Have a working knowledge and understanding of :

1. School Teachers pay and conditions document
2. Teachers legal liabilities and responsibilities relating to race relations; sex discrimination; health and safety at work; responsibilities for health and safety when supervising students on and off the school site; safeguarding children’s welfare; child protection against abuse; guidelines for appropriate physical contact with students; detention of student

* Establish effective working relationships with all colleagues on site(s)
* Set a good example to students through your presentation and personal and professional conduct
* Be committed to ensuring every pupil can achieve full potential and meet expectations set
* Understand professional responsibilities for school policies
* Liaise effectively with parents careers and welfare agencies
* Be aware of the role and purpose of school governing bodies

**Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers’ Pay and Conditions.

2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive

5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

**Safeguarding**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

**Person Specification**

**Job Title: SENCO**

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| **General heading** | **Detail** | **Essential requirements:** | **Desirable requirements:** |
| **Qualifications & Experience** | Specific Qualifications | * A right to work in the UK | * N/A |
| Qualifications required for the role | * A good honors’ degree or equivalent and QTS | * A good honors’ degree or equivalent and PGCE * Evidence of further subject-based professional development |
| Experience | * Working with and caring for pupils with SEND * The expectations in OFSTED framework regarding effective learning and teaching | * An understanding if curriculum and pedagogical issues and research findings, |
| Teaching | * Evidence of good classroom practice. * Good understanding of effective and engaging teaching methods. * The ability to engage, enthuse and motivate students. | * Experience of the use of ICT to enhance the teaching and learning process |
| Assessment | * An understanding of the use of assessment to inform planning | * Evidence of improved student outcomes. * The ability to monitor student progress through the use of TCT |
| **Behaviours** | Planning | * The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students.   The ability to set constantly high expectations for all students through class work and homework. | * A willingness to be involved in extended curriculum opportunities in the subject area. * The ability to manage time effectively and prioritise work. |
| **Special Requirements** | Skills/Abilities | * Demonstrate an ability to work with pupils and their families in a sensitive and positive way * Demonstrate a sound knowledge of the SEND code of practice and its application. * Evidence that they have experience of behavior management techniques with SEND * How that they have a good understanding of the principals behind school improvement planning , monitoring and reviewing progress based on careful analysis of SEND data * Present clearly a wide range of specialized information to both educationalists and non-educationalists, * Demonstrate a proven ability to work sensitivey and effectively with colleagues to help them to improve their everyday classroom practice. | * Greater understanding of how pupils with SEND develop * Sound understanding of the SEND funding on offer * Knowledge to support EAL pupils * Capacity for, and interests in, enhancing further personal development. |
|  |  | * Successful candidate will be subject to an enhanced Disclosure and Barring Service Check * Right to work in the UK * Evidence of a commitment to promoting the welfare and safeguarding of children and young people |  |