



Mayfield School
being the best that we can be

Job Description

Post: SENCO/Inclusion Manager

Job Purpose

The SENCO, under the direction of the Headteacher will:

- ensure the school is compliant with the SEND Code of Practice and other relevant statutory requirements
- be operational lead on SEND matters across the school
- be responsible for the day to day operation of the SEND Policy and coordination of specific provisions to support individual students with SEND or a disability
- provide professional guidance to colleagues, working closely with staff, parents and other agencies

Main areas of responsibility

Operational/strategic planning:

- to work with Heads of Departments, Coordinators and Faculty Leaders to ensure that BEST Teaching Principles are embedded in teaching and learning across the school
- to work with Heads of Departments, Coordinators and Faculty Leaders to ensure that strategies on student SEN profiles are being used as part of the lesson planning process and are integral to teaching and learning across the school
- to work with Heads of Departments, Coordinators and Faculty Leaders to monitor, evaluate and review the quality of teaching and learning across the school, with regard to SEND students
- To work with Heads of Departments, Coordinators and Faculty Leaders to ensure that BEST Teaching is embedded in teaching and learning
- to work with Faculty Leaders to monitor the academic progress of students with SEND within the school, ensuring expected progress and the provision of targeted interventions as appropriate
- to work with Heads of Departments, Coordinators and Faculty Leaders to ensure efficient and effective use of Teaching Assistant support
- to ensure that the SEND Development Plan has clear aims and objectives, enabling progression within all areas of the SEND Policy and provision
- to be responsible for ensuring that the Assess, Plan, Do, Review Model is integral to monitoring evaluation and review of SEND provision and that it forms an essential part of whole-school monitoring and evaluation. This includes half-termly progress reviews, observations
- to be responsible for the development of effective provision mapping, tracking the impact of specific interventions to ensure that students with SEND make better progress
- to be responsible for the day to day management, control and operation of the SEND provision within the school, including effective deployment of staff and physical resources
- to be responsible for the identification, assessment and completion of Access Arrangements for internal and external examinations. This includes organising training for readers and scribes; monitoring their practice

- to be responsible for ensuring the Annual Review process for students with statements/EHCP's is in place and that reports accurately reflect progress within the school
- to be responsible for ensuring that Local Authority consultations for students with EHCP's are responded to in line with the SEND Code of Practice and within given time constraints
- to implement school policies and procedures e.g. Equal Opportunities, Health & Safety etc
- to ensure that Health & Safety policies and practices, including risk assessments, throughout the area are in-line with national requirements and are updated where necessary, therefore, liaising with the school's Health & Safety Manager

Curriculum Provision

- to support all staff to understand and fulfil their statutory responsibilities as specified in the school SEND Policy
- to be responsible for ensuring that all SEND provisions are rigorously evaluated to ensure students with SEND are making better progress, producing termly impact reports
- to be responsible for ensuring that the outcomes from interventions are integrated into classroom teaching
- to be responsible for ensuring that BEST Teaching is at the heart of teaching and learning across the school
- to be responsible for ensuring the Intervention Assistants (IA's) and Mentors have a clear understanding of their roles and that they are providing effective interactions within the classroom, facilitating learning development and independence
- to be responsible for ensuring that teaching staff have a clear understanding of how to manage, organise and work with IA's and Mentors within the classroom

Staff development

- to work with Faculty Leaders to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
- to be responsible for the efficient and effective deployment of IA's and Mentors
- To undertake Performance Management Reviews and to act as a reviewer for a group of staff within the area
- to make necessary support arrangements for classes when staff are absent, ensuring appropriate arrangements are in place
- to participate in the interview process of SEND posts when required and to ensure effective induction of new staff in line with the school's procedures
- to promote teamwork and to motivate staff to ensure effective working relations
- to participate in the school's ECT programme
- to be responsible for the day to day management of staff within the area and act as a positive role model

Quality Assurance

- to help implement school quality procedures and to adhere to those
- to contribute to the process of monitoring and evaluation of the subject area in line with agreed school procedures, including evaluation against quality standards and performance criteria
- to seek/implement modification and improvement where required

Management Information

- to maintain appropriate records and to provide relevant, accurate and up to date information for management information systems (MIS), registers, etc.

- to complete the relevant documentation to assist in the tracking of students and use information to inform teaching and learning

Communications

- to communicate effectively with the parents of students as appropriate following agreed policies
- where appropriate, to communicate and cooperate with persons or bodies outside of the school
- to attend all appropriate meetings

Management of Resources

- to contribute to the process of the ordering and allocation of equipment and materials
- to liaise with the Head of Department to identify needs and to contribute to the efficient/effective use of physical resources
- to cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, subject area and the students

Pastoral System

- to apply the Behaviour Management systems consistently, so that effective learning can take place
- to promote the general progress and wellbeing of individual students and of the form tutor group as a whole
- to liaise with the Faculty Leaders to ensure the implementation of the school's pastoral system

Teaching

- to undertake an appropriate programme of teaching in accordance with the duties as a standard scale teacher
- to teach students according to their educational needs
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- to provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- to ensure that ICT, literacy, numeracy and school subject specialism(s) are reflected in the teaching and learning experience of students
- to ensure a high quality learning experience for students which meets internal and external quality standards in line with the Monitoring and Developing the Quality of Teaching guidance
- to maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- to undertake assessment of students as requested by external examination bodies, the subject area and the school procedures
- to mark, grade and give written/verbal and diagnostic feedback as required

Person Specification

Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ● University graduate (Good Honours degree) ● Postgraduate teaching qualification ● Evidence of Continuing Professional Development relevant to the SENCO role or willingness to undertake this training 	<ul style="list-style-type: none"> ● SpLD Assessment Practising Certificate, a postgraduate qualification in individual assessment at or equivalent to Level 7
Knowledge and understanding of the Curriculum	<ul style="list-style-type: none"> ● Knowledge and understanding of national priorities, current curriculum development and an ability to design and implement an innovate curriculum based on students' needs ● A thorough understanding of quality assurance techniques ● An appreciation of student motivation ● An understanding of how professional development contributes to the raising of quality 	
Experience	<ul style="list-style-type: none"> ● SEN experience in a secondary school ● Evidence of successful teaching experience ● Evidence of pastoral experience ● Experience of working with key stakeholders such as, parents, Governors, employers etc 	<ul style="list-style-type: none"> ● Teaching experience in all key stages ● Evidence of outstanding teaching and learning
Leadership and management	<ul style="list-style-type: none"> ● The ability to motivate and inspire staff and students ● The ability to make sound judgements based on objective criteria ● Ability to manage the process of change effectively and thereby deliver major projects through to a successful outcome by continuously reviewing and evaluating progress ● The ability to bring plans to fruition ● Ability to analyse and interpret 	

	<p>student data and set challenging targets</p> <ul style="list-style-type: none"> ● The ability to effectively use ICT as a management and communication tool 	
<p>Personal skills, abilities and qualities</p>	<ul style="list-style-type: none"> ● Excellent written and oral communication skills ● Excellent presentation and interpersonal skills ● Excellent time and task management skills ● Ability to work under pressure and to deadlines 	
<p>School ethos</p>	<ul style="list-style-type: none"> ● Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels ● Motivation to work with children and young people ● Ability to build and sustain professional standards, relationships and personal boundaries with young people ● Emotional maturity and resilience in dealing with challenging behaviours ● Ability to contribute towards creating a safe and protective environment ● Empathy with the values of Mayfield School ● Willingness to continue professional development ● Commitment to maintaining high standards and expectations ● Commitment to contributing to school life as a whole ● Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students 	