



## Head of Learning Support and SENCo

### Job Description and Person Specification

Bishopsgate School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Title of Post: Head of Department

Status of Post: This is a permanent appointment, subject to a probationary period of one year during which suitability for the post will be monitored and performance will be assessed.

Responsible to: The Headmaster

#### 1. Key Accountabilities

- a) Support the identification of children with SEN.
- b) Coordinate and monitor provision for children with SEN.
- c) Support all staff in understanding the needs of SEN pupils.
- d) Put provision in place to ensure that progress of pupils with SEN improves relative to those without SEN.
- e) Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- f) Manage up to date records of all pupils with SEN.
- g) Recruit and manage team of peripatetic specialists.
- h) Manage team of Learning Support Assistants.
- i) Strategic development of the school's Special Educational Needs (SEN) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN pupil achievement.
- j) Ensure that the school carries out its statutory responsibilities regarding any students with a Statement of Special Educational Needs.

#### 2. Tasks

The following tasks serve to indicate the range of duties and level of responsibilities involved. It is not exhaustive.

##### a) Teaching and Learning

- i. Carry out screenings and observations of individual pupils as appropriate, including at 'taster days' for prospective pupils.
- ii. Work with staff to develop effective ways of bridging barriers to learning for individual pupils through: Assessment of needs; advice and teaching strategies; monitoring of pupil achievement; and target setting using ILPs, or Provision Maps and CAF.
- iii. Support staff in strategies to promote self-esteem, resilience and independence in individual pupils.

- iv. Ensure that specialist equipment is provided as appropriate in class and monitor consistency of use.
- v. Arrange regular progress meetings with parents, as appropriate.
- vi. Coordinate qualitative feedback with teachers in advance of individual pupil reviews.
- vii. Organise and attend pupil review meetings.
- viii. Record all assessment data for individual pupils on the relevant software platforms used in school, for the benefit of all staff.
- ix. Analyse standardized test results for whole school and investigate anomalies.
- x. Gather and organise evidence for any EHCP applications, arrange EHCP reviews, manage and monitor progress in line with EHCP guidelines.

#### **b) Leading and managing**

- i. Lead regular training sessions during INSET to provide staff with up-to-the-minute guidance on barriers to learning and strategies for management as part of their CPD.
- ii. Populate central repositories of SEN knowledge as a resource for teaching staff.
- iii. Assign in-class support as required and, in liaison with the Deputy Head (Teaching and Learning), organise timetables for support staff accordingly.
- iv. Liaise with parents and support on the implications of screenings and strategies.
- v. Coordinate and organise any external professional sessions with minimal disruption to the individual pupil's timetable.
- vi. Ensure communication between professionals working with an individual pupil so that a full picture is maintained.
- vii. Attend departmental and management meetings throughout the school to advise and facilitate on current SEND needs.
- viii. Lead on the performance management process for Learning Support Assistants.
- ix. Provide regular information to the Headmaster on the evaluation of SEN provision.
- x. Advise the Headmaster of priorities for deployment of staff and utilization of resources for maximum efficiency.

#### **d) Other professional requirements**

- i. Arrange exam concessions, support and accommodation for both internal and external exams.
- ii. Liaise with future schools.
- iii. Build links with local schools, both state-maintained and independent.
- iv. Build links with external professionals and organizations.
- v. Liaise with parents from Year 5 upwards on the selection of appropriate senior schools.
- vi. Maintain and update professional expertise through courses, conferences and webinars.
- vii. Exercise a key role in assisting the Headmaster with the strategic development of SEN policy and provision.

### **4. Person Specification**

#### **a) Qualifications and Training**

- i. Qualified teacher status.
- ii. SENCO qualification or commitment to undertake SENCO certificate.
- iii. Postgraduate certificate in specific learning difficulties would be advantageous.
- iv. Evidence of CPD and commitment to further professional development.

#### **b) Experience**

- i. Qualified teacher with at least 4 years' experience.
- ii. Experience of teaching in KS1, KS2 or KS3.

- iii. Experience of working with children with a wide range of SEN.
- iv. Experience of working successfully and co-operating as a member of a team.
- v. Experience of leading a team.
- vi. Experience of training other teachers and/or introducing SEN initiatives.
- vii. Experience of collaborating with other teachers in the development of teaching and learning.
- viii. Experience of setting targets and monitoring, evaluating and recording progress.

#### c) Professional Values

- i. Establish and maintain good professional relationships with children, parents/carers and colleagues.
- ii. Set high expectations of all children and be committed to raising educational achievement.
- iii. Adopt a flexible approach to working.
- iv. Understand the value of education and teaching.
- v. Take an active approach to professional networking.
- vi. Maintain confidentiality.

#### d) Knowledge and Understanding

- i. The statutory legislation concerning Safeguarding including Child Protection, Equal Opportunities, Health and Safety and SEN.
- ii. The theory and practice of providing effectively for the individual needs of all children e.g. Classroom organisation, learning strategies.
- iii. The SEN Code of Practice and its practical application of strategies for meeting the needs of SEN children in a mixed ability classroom.
- iv. Planning and implementing provision for children with SEN including the monitoring, assessment,
- v. Experience of using comparative information about attainment.
- vi. Understanding of the funding mechanism for SEN.
- vii. Experience of the EHCP process and the recording and reporting of children's progress.
- viii. Understanding the positive links necessary within school and with all its stakeholders.
- ix. Experience of effective teaching and learning styles and how to implement them.
- x. Knowledge of how to further develop professional skills and knowledge.
- xi. Experience of establishing an effective rapport with children which is based on high expectations.
- xii. Good understanding of how to use ICT effectively.

#### e) Skills

- i. Promote the school's aims positively, and use effective strategies to enhance motivation and morale.
- ii. Establish and develop a sound professional relationship with children, parents/carers and colleagues.
- iii. Demonstrate excellent classroom skills.
- iv. Organise and sustain systematic support from a range of providers for a range of SEN.
- v. Manage the coordination of support staff in support of children with SEN.
- vi. Advise and motivate teaching staff about SEN initiatives.
- vii. Make consistent judgements based on careful analysis of available evidence.
- viii. Develop sound professional relationships within the team.
- ix. Present and communicate effectively to a variety of audiences.
- x. Policy development.

#### f) Personal Characteristics

- i. Love working with children and want the very best outcomes for them.
- ii. Ability to address challenging issues with clarity of purpose and diplomacy.
- iii. Knowledgeable and highly competent.
- iv. Approachable and empathetic.
- v. Open minded and positive.
- vi. Clear sighted and determined.
- vii. Organised and resourceful
- viii. Committed and resilient.

### **Safeguarding and Child Protection**

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School's Child Protection Safeguarding Policy at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, s/he must report any concerns to the School's Designated Safeguarding Lead (DSL) or to one of the Deputy DSLs. All Bishopsgate staff must have an enhanced DBS disclosure. All staff are expected to read and abide by the requirements of the Compliance Folder which is available to all on the Google Drive.

### **Health and Safety**

All employees must be aware of the responsibilities placed upon them under the Health & Safety Act 1974, to ensure that the agreed safety procedures are carried out to maintain a safe working environment for pupils, visitors and staff.

### **Data Protection**

Bishopsgate School processes information about its current, past or prospective employees, applicants, current, past and prospective pupils, and their parents, carers or guardians and others who are defined as data subjects under the General Data Protection Regulations and the Data Protection Act 2018.

Anyone who works for, or acts on behalf of, the school (including staff, volunteers, governors and service providers) should also be aware of and comply with the school's Data Protection Policy, which also provides information about how personal data about those individuals will be used.

The School takes the protection of all personal information extremely seriously and is committed to a policy of protecting the rights and freedoms of individuals with respect to the processing of their personal information.

### **Review of Job Description**

This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post. It may be subject to modification and amendment from time to time and the post holder may be required to undertake additional duties, as required, by the Head.

This job description will be reviewed at least once each year in the Michaelmas Term.

Person Responsible: Head