CEDAR MOUNT ACADEMY

# **SENCO**

# **MPS plus TLR (Negotiable)**

(Conditions of service as defined in the current Schoolteachers’ Pay and Conditions Document)

The SENCO, responsible to the Assistant Vice Principal (Support), will be responsible for student outcomes and achievement for all students with SEND. The post holder will also share in the responsibility for leadership of the Academy as a member of the Middle Leadership Team.

The SENCO will be a successful and experienced teacher, who is able to enthuse, motivate and inspire children, generating a love for learning. They will have successful experience of leading a team and a commitment to high standards and hard work ensuring high quality outcomes for all students.

It is expected that all staff within two years of joining Cedar Mount Academy will be operating at a minimum of good with outstanding features and working towards being outstanding in their teaching, learning and specific areas of responsibility.

**Cedar Mount Academy is a member of the Bright Futures Educational Trust**

**Job Purpose**

* Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as defined in the Schoolteachers Pay and Conditions of Service and National Professional Standards.
* To secure high quality outcomes and progress for students with SEND.
* To implement specific strategies for students with SEND to overcome barriers to learning and achievement.
* To ensure that all teaching in the Academy reflects and meets the needs of SEN students.

**Main Activities**

**1. Leadership of SEND Provision**

* Ensure a consistent and continuous focus on student achievement and progress for students with SEND through a rigorous process of assessment and intervention.
* Design and implement systems for identifying, assessing and reviewing SEND provision.
* Implement and monitor personalised support plans for students with SEND complex needs to support them to overcome barriers to learning.
* Ensure the effective operation of quality control systems which monitor and evaluate the provision for SEND students in line with agreed Academy procedures including evaluation against quality standards and performance criteria.
* Seek/implement modification and improvement where required as a result of quality assurance and evaluative activities.
* Ensure effective development of SEND learner literacy, numeracy and ICT skills.
* Ensure development of learners’ individual and collaborative study skills necessary for them to become independent learners.
* Ensure Continuity of support and learning when transferring students with SEND through liaison with other primary and secondary schools.
* Set and communicate appropriate academic and personal targets for students with SEND and monitor progress towards these targets.
* Identify individual and groups of students with SEND who are under performing through monitoring and analysis of progress towards targets.
* Implement strategic support programs to address underperformance of individual and groups of students with SEND.
* Monitor the impact of support strategies and adapt as necessary to ensure these programs secure better outcomes for underperforming students.
* Formulate aims, objectives and strategic plans to raise standards and outcomes for SEND students which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the Academy.
* Establish the process of the setting of targets for SEND provision and work towards their achievement.
* Ensure all members of staff recognise and fulfil their statutory responsibilities to students with SEND.
* Ensure the most effective teaching approaches for students with SEND are identified and shared.
* Develop the knowledge and skills of all Academy staff to better meet the needs of students with SEND.
* Ensure the Academy responds appropriately to all SEND guidance and legislation.
* Update the Principal, senior staff and governing body on the effectiveness of provision for students with SEND.
* Liaise with the pastoral team and a variety of agencies and experts to best support students with complex needs including Ed Psych, social services, CAMHS complex families and student/parent specific support groups.
* Liaise with parents/carers to offer information/guidance to ensure that students gain maximum benefit from their learning opportunities.
* Organise and chair meetings where appropriate.
* Keep up to date with national developments in SEND and teaching practice and methodology.
* Actively monitor and respond to development and initiatives at national, regional and local levels.
* Effectively deploy relevant support staff working in subject areas.

**General Academy Middle Leadership Responsibilities**

* Ensure that the subject capitation allowance is managed in an efficient and effective manner and that there is no overspend during the financial year and that all financial procedures are consistent with the Academy’s Scheme of Financial Delegation.
* Play a full part in the life of the Academy, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
* Update the Principal, other senior managers and the Governing Body on the effectiveness of the provision in your subject area.
* Support the development and maintenance of whole Academy policies and practices to ensure consistent application of whole Academy policy and procedure.
* Have a teaching commitment in line with the level of responsibility.
* Serve as form tutor for nominated classes.
* Sustain effective, positive relationships with all staff, students, parents/carers, governors and the local community.
* Maintain clear expectations and high standards of professionalism.
* Attend Academy events and activities as directed by the Principal.

**The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.**

**Person Specification - SENCO**

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|  | **Essential** | **Desirable** |
| *Qualifications,*  *Educational,*  *Training* | Degree and teaching qualification.  Recent relevant in-service training.  Hold the National Award for SEN Co-ordination | Post-graduate qualification.  Professional qualification, e.g. “Leading From The Middle”. |
| *Relevant*  *Experience* | Successful teaching experience including the teaching of subject to GCSE Level.  Contribution to the work of the subject area, including involvement in course planning, development and evaluation.  Experience in developing whole-school policies and strategies.  Experience of working with students who have SEND. | Ability to teach subject to Advanced Level.  Experience of responsibility within the SEND or other relevant area.  Evidence of a contribution to wider educational issues. |
| *Knowledge, skills,*  *abilities* | An up-to-date knowledge of the code of practice and the statutory processes in place for SEND learners.  A knowledge of what constitutes good teaching and an understanding of how to improve the quality of teaching and learning with a particular focus on SEND learners.  Excellent classroom practitioner.  Very good oral and written communication skills.  Ability to exercise control in the classroom and encourage good behaviour.  Ability to generate enthusiasm for education and for learning in general.  Ability to work as part of a team.  Ability to plan, organise, review and adapt.  Excellent ICT skills.  Ability to lead INSET. | Knowledge of VLE.  Knowledge of SIMs or similar. |
| *Leadership* | Ability to lead a team.  Ability to motivate, support and inspire trust in others.  Ability to confront and resolve problems.  Ability to innovate and manage change. |  |
| *Other* | A passionate commitment to develop the best in young people.  Tact and diplomacy in all interpersonal relationships with the public, students and colleagues at work.  Personal commitment to the Academy’s professional standards and code of conduct.  A commitment to further training and a willingness to participate in relevant CPD.  Willingness to be engaged in partnership and community activities.  Commitment to the aims and ethos of the Academy.  A positive approach to challenges, which seeks solutions to problems and addresses difficulties with cheerfulness and good humour.  Flexibility and a willingness to be involved in change.  To be prepared to work flexibly, outside the usual Academy hours.  Experience of the role of Form Tutor. |  |
| *Safeguarding* | Willingness to consent to apply for an enhanced disclosure CRB check.  Commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people. |  |