

Job Description

Job Title:	SENDCO
Location:	Sir Herbert Leon Academy
Hours of work:	Full Time
Reports to:	Principal

Purpose of the Role:

To be responsible for the academic and pastoral development and well-being of all students with an SEN or Disability related need; to be responsible for the implementation of the SEND policy and legal requirements across the whole school; to ensure adequate SEN (including Mental Health and related pastoral needs), Disability provision is in place. To teach a 40% teaching timetable.

Responsibility and Key Tasks

- Strategic Direction and Development of SEN Provision in the School (with the support of, and under the direction of the head and leadership team).
- Exercise a key role in assisting the Principal and governors with the strategic development of SEN policy / provision.
- Support all staff in understanding the needs of SEN pupils and ensure the objectives to develop SEN are reflected in the school development plan.
- Monitor progress of objectives and targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements.
- Analyse and interpret relevant school, local and national data and advise the Principal on the level of resources required to maximise achievement
- Liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure continuity of provision.

b) Teaching & learning

- Support the identification of and disseminate the most effective teaching approaches for pupils with SEN.
- Work with Principal and staff to develop effective ways of bridging barriers to learning through:
 - Assessment of needs
 - Monitoring of teaching quality and pupil achievement
 - Target setting, including IEPs
 - Developing a recording system for progress
- Collect and interpret specialist assessment data to inform practice.
- Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies.
- Work with Principals, teachers, key stage co-ordinators and pastoral staff to ensure all pupils' learning is of equal importance and that there are realistic expectations of pupils.
- Consider the range of teaching strategies / equipment that could be utilised for pupils at School Action Plus.



c) Leading and managing

- Provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings.
- Contribute to the performance management process SEN teachers and Support Assistants.
- Advise on and contribute to the professional development of staff, including whole school INSET provision.
- Provide regular information to the Principal and governing body on the evaluation of SEN provision.

d) Effective deployment of staff and resources

- Advise the Principal and governing body of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency.
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies.

e) Other professional requirements

- Co-ordinate all Annual Reviews and attend / chair when necessary.
- 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. (Secondary School SENCO)

We passionately believe that every child can discover their own remarkable life. It's what motivates us around here. We know this vision requires something extra. Which is why at AET, you'll find more. More opportunities, so you can forge your own path. More care and support, so you can prioritise what matters most. More purpose, for you and for the children we are inspiring. Come inspire their remarkable with us.

Our values:

The post holder will be expected to operate in line with our values which are:

- Be unusually brave
- Discover what's possible
- Push the limits
- Be big hearted

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.

Equality, Equity, Diversity and Inclusion

At AET, we want all of our employees to feel included bringing their passion, creativity and individuality to work. We value all cultures, backgrounds and experiences, and we truly believe that diversity drives innovation. Join our family and help us inspire every child to choose a remarkable life.



Person Specification

Job Title: SENCO

General heading	Detail	Essential requirements:	Desirable requirements:
Qualifications	Qualifications required for the role	Undergraduate degree + QTS NASENCO Qualification	Post-graduate study
Knowledge/Experience	Specific knowledge/ experience required for the role	<ul style="list-style-type: none"> ● Good or above teaching skills ● Ability to deliver the curriculum at Key Stages 3 & 4 and cross-curricular skills and knowledge in an appropriate way to students to ensure good learning takes place ● Current pedagogical and subject knowledge and understanding ● Good planning skills which take account of the range of abilities, interests and motivations of students ● Knowledge, understanding and experience of the practice of a variety of assessment methods, including Assessment for Learning ● Understanding of how data is used to inform target setting and how to share this with staff and students so that it supports progress and encourages high expectations 	<p>Outstanding or above teaching skills</p> <p>Evidence of use of data to inform and raise attainment</p> <p>Evidence of successful teaching</p> <p>Evidence of use of AfL</p>



		<ul style="list-style-type: none"> • Ability to manage student behaviour through effective teaching and a willingness to deploy the resources and interventions as necessary • A commitment to working within a team structure to support a culture of self-reflection and improved teaching • Ability to create a positive learning atmosphere in the classroom and to inspire students 	
Skills	Line management responsibilities (No.)	<ul style="list-style-type: none"> • Learning Support Assistants 	
	Forward and strategic planning	Ability to: Be analytical Solve problems Communicate Effectively orally and in writing with a wide range of people Work well under pressure Knowledge of: Current educational issues Qualities of: Commitment to securing the best possible for all children in one's care High levels of expectation for self and others Positivity and enthusiasm Professionalism Calm approach Energy, drive and dedication	
	Budget (size and responsibilities)	<ul style="list-style-type: none"> • Responsible for a SEND budget 	
	Abilities	<ul style="list-style-type: none"> • Delivers lessons that are of a consistently high standard and be a 	



		<p>role model for high quality classroom practice</p> <ul style="list-style-type: none">● Demonstrable success in raising academic outcomes for young people● An ability to provide a caring, cooperative atmosphere for young people and to create a challenging, disciplined and effective learning environment● Excellent communication skills● Ability to present to a wide range of audiences● An ability to relate well to individuals and groups to make appropriate contact with parents and/or external agencies as necessary.● Committed to high expectations for the academic outcomes of young people	
Personal Characteristics	Behaviours	<ul style="list-style-type: none">● Reliable and conscientious● Desire and ability to learn new skills● High expectations of all students● Caring and supportive● Enthusiastic team player● Organise, plan and prioritise effectively● Flexibility, adaptability and creativity	



	Values	<ul style="list-style-type: none">● Ability to demonstrate, understand and apply our values<ul style="list-style-type: none">○ Be unusually brave○ Discover what's possible○ Push the limits○ Be big hearted	
Special Requirements		<ul style="list-style-type: none">● Successful candidate will be subject to an enhanced Disclosure and Barring Service Check● Right to work in the UK● Show a commitment to promoting the welfare and safeguarding of children and young people● Show a commitment to providing a fair, equitable and mutually supportive learning and working environment for our children & young people and staff	

