

Job Description

POST:	SENCO
LOCATION:	Oasis Academy Leesbrook
SALARY:	M1-6/UPS1-3 (as appropriate) + TLR 1B (£10,715)
RESPONSIBLE TO:	Principal and Senior Leadership Team
KEY RELATIONSHIPS:	Academy Leadership Team; SEND Team; relevant teaching and associate staff; LA representatives; partner professionals; parents; local community; other Oasis Academies and Oasis Community Learning central staff.
WORKING PATTERN:	Full-time and as described in the School Teachers' Pay and Conditions Document
DISCLOSURE LEVEL:	Enhanced

INTRODUCTION:

This document should be read in conjunction with the School Teacher's Pay and Conditions Document 2003.

Members of staff should at all times work within the framework provided by the school's policy statement where they are in place, and as they are introduced to fulfill the general aims of Oasis Academy Leesbrook.

JOB PURPOSE:

To ensure the effective education of all the children for which you are responsible for, socially, emotionally, physically, intellectually and aesthetically.

To assist the development of students and colleagues through your designated area(s) of responsibility.

This document is not a comprehensive definition of the post. It may be subject to modification at any time, after consultation with the post holder.

The key areas of curriculum responsibility are those which have been allocated for the school year 2023-2024. These may be changed as the developmental needs of the school alter.

SPECIFIC RESPONSIBILITIES:

A. Key Responsibilities

To the Principal and Hub Council to be supportive of the aims, ethos and policies of the school. To help ensure consistency of approach and a lively, caring community.

- To the children for whom you are responsible at any one time, for effective teaching and social development.
- To children, colleagues and yourself for your own professional development.
- To parents and children to assure effective and constructive home/school liaison.
- To colleagues for their own professional development, by sharing your expertise.

B. Key Tasks as SENCO / Inclusion Manager

- Facilitate the smooth day-to-day operation of the school's SEND policy. Maintain the school's SEND register.
- Organise appropriate deployment of support staff.
- Maintain existing resources and order new resources, managing the allocated budget.
- Co-ordinate provision for students with SEND.
- Oversee records of all students with SEND.
- Liaise with teaching and support staff, advise and contribute to their professional development.
- Liaise with parents/carers of students with SEND.
- Liaise with external support agencies.
- Undertake assessments for specific purposes.
- Complete forms such as requests for Statutory Assessment.
- Organise and lead reviews.
- Contribute to discussions about the strategic direction and development of SEND provision across the school.
- Monitor and evaluate the effectiveness of SEND provision.
- Contribute to the School Profile document.
- Attend cluster SENCO meetings.
- To provide a stimulating and caring environment for learning and to encourage both cooperation and independence in the children.
- To lead by example. Setting the highest standard in teaching, behaviour and all aspects of school life and maintaining high expectations of children and colleagues.
- To ensure the good behaviour of all children in your care and to develop within them positive attitudes towards their peers, adults and learning.

- To have pastoral responsibility for all the children in the school as well as those children in your designated class, including being alert to child protection issues.
- To teach – with full regard to resources available and individual needs:
 - Plan and prepare intervention lessons ensuring the children receive a broad and balanced curriculum with regards to all aspects of the child's needs, on a termly and weekly basis, evaluating as necessary.
 - Teach each child to the very best of your ability having regard to the policies of the school.
 - Mark and assess the attainment of the children in all areas of school activity.
 - To be aware of the issues of continuity and progression and manage the curriculum accordingly.
 - To effectively deploy and monitor ancillary staff as may be available to assist in your class.
- To take a full part in staff meetings and parent evenings, follow duty rotas for break and lunchtime supervision and matters relating to Health and Safety, etc.
- To prepare IEPs and programmes of work which support students with special needs and to evaluate progress.
- To safeguard the children's health and safety both on school premises and authorised activities elsewhere.
- To develop your own professional skills and knowledge and take part in appropriate training and INSET.
- To supervise and so far as is practicable teach when necessary any students whose teacher is not available to teach them for up to 38 hours.
- To participate in arrangements for further training and the continuing development of your own professional skills and knowledge as well as those of your colleagues in the area/s of responsibility.
- To keep abreast of current trends and legislation affecting such area/s.
- To keep such area/s under review – amending guidelines, policies, schemes of work etc. as appropriate after consultation with colleagues and with the approval of the Principal.
- To liaise as necessary with the Hub Council or other secondary schools.
- To monitor and evaluate standards in such agreed areas in partnership with the Principal.
- To undertake an annual SEN audit and to advise the Principal of the school priorities for the following year.

C. ADDITIONAL RESPONSIBILITIES

- Monitor and evaluate IEP's to ensure that targets are SMART and are reviewed at least termly and that student's progress is monitored thoroughly.

- Monitor and evaluate teachers' Literacy planning to ensure that work is suitably differentiated for students who have SEN and tasks that are appropriate and enable them to meet the targets set in their IEPs.
- Monitor and evaluate teachers' Numeracy planning to ensure that work is suitably differentiated for students who have SEN and tasks that are appropriate and enable them to meet the targets set in their IEPs.
- Monitor and evaluate the Teaching Assistant's work and skills.
- Carry out Performance Management for TA's and liaise with the deputy principal.
- Meet termly with the Hub Councillor with responsibility for SEN to monitor developments and evaluate impact of actions on provision, student's progress and achievement.
- Analyse the performance of the children receiving intervention support.

D. Safeguarding children and young people

Oasis is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

OTHER:

The post-holder may be required to perform duties other than those given in the job description for the post providing that they are commensurate with the grade. The particular duties and responsibilities attached to posts vary from time to time without changing the general character of the duties or the level of responsibility entailed.

Such variations are a common occurrence and would not in themselves justify the reevaluation of a post. In cases, however, where a permanent and substantial change in the duties and responsibilities of a post occurs, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation.

Signed:

Employee:		Line Manager:	
Print Name		Print Name	
Date		Date	

SENCO

Person Specification

Our Purpose

Oasis Academies exists to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

Oasis Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the Education Charter document which accompanies this job description.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree • National Award for SEN CO-ordination qualification. • Evidence of continuous participation in in-service development and a commitment to further professional development. • Right to work in the UK 	<ul style="list-style-type: none"> □ A qualification for the assessing and teaching of students with specific learning difficulties.

Experience, Skills & Knowledge	<ul style="list-style-type: none"> • Teaching experience • Understanding of the statutory requirements of legislation concerning Safeguarding, including Child Protection, Equal Opportunities, Health & Safety and SEN. • Understanding of the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies). • Knowledge of the SEN Code of Conduct and its practical application strategies for meeting the SEN of students in a mixed ability classroom. • Behaviour management techniques for groups and individuals • Experience of planning and implementing an effective teaching programme and Individual Education Plans, including the monitoring, assessment, recording and reporting of students' progress • Understanding of the positive links necessary within school, a child's home and external agencies • Effective teaching and learning styles • How to establish an effective rapport with children which is based on high expectations and establish a purposeful learning environment where all students feel secure and confident. • How to use ICT effectively as an integral part of teaching and learning. 	<ul style="list-style-type: none"> • Working within a Senior Management Team. • Dealing successfully with challenging and sensitive situations in a secondary school setting. • Using comparative information about attainment. <p>The statementing process and the evidence needed the role of external services that support the provision for SEN students within schools.</p>
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	<p>The SENCO will be able to:</p> <ul style="list-style-type: none"> • Promote the school’s aims positively, and use effective strategies to enhance motivation and morale. • Establish and develop a sound professional relationship with a class and groups of students. • Demonstrate excellent teaching and learning skills and be able to create a positive, challenging and effective learning environment. • Organise and sustain systematic support from a variety of providers for a range of SEN. <ul style="list-style-type: none"> • Manage the coordination of Teaching Assistants in support of SEN students. 	
	<ul style="list-style-type: none"> □ Advise and motivate teaching staff with SEN initiatives. □ Present clearly a wide range of specialised information to both educationalists and noneducationalists. □ Make consistent judgements based on careful analysis of available evidence. □ Develop excellent professional relationships within a team. □ Establish and develop appropriate relationships with parents, governors and the community. □ Present and communicate effectively to a variety of audiences. 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> □ The ability to address challenging issues with clarity of purpose and diplomacy 	

	<ul style="list-style-type: none">□ Excellent inter-personal skills□ Knowledgeable and highly competent□ Approachable and empathetic□ Creative and enthusiastic□ Organised and resourceful□ Commitment to safeguarding and promoting the welfare of children and young people.□ Willingness to undergo appropriate checks, including enhanced DBS checks.□ Motivation to work with children and young people□ Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	
	<ul style="list-style-type: none">□ Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.□ A desire to develop your own Leadership skills.□ Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.	