

Job description: SENCO

Bromley Beacon Academy is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Salary: Qualified status (MPS/UPS)

Allowances: SEN allowance 1

Hours: Full-time

Contract type: Permanent

Working across both the primary and secondary school in Orpington and Bromley

Reporting to: Headteacher

Start: ASAP

Closing date: 10th February 2025

Interview date: 13th Feb 2025

Main purpose

The SENCO, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD
- While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.
- 0.60 Teaching

Duties and responsibilities

- Strategic development of SEND policy and provision
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability

- Make sure the SEN policy is put into practice and its objectives are reflected in the school Development plan (SDP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Maintain and implement targets on EHCP for all SEN pupils

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability

Leadership and management

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish

- Contribute to the SIP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Safeguarding

Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN

Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

The SENCO will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Last review date: December 2024

Next review date: Dec 2025

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____

SENCO Person Specification

	Essential	Desirable
Qualifications and training	<p>The successful candidate will: Have a degree in a relevant subject.</p> <ul style="list-style-type: none"> • Have QTS. • Have taught at any key stage for at least two years. • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment [note: this is a requirement under the SEND Code of Practice] • 	<ul style="list-style-type: none"> • Be Trained first Aider • Be familiar with end of KS testing •
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> • Working with and caring for pupils with SEND. • Experience of working at a whole-school level 	<ul style="list-style-type: none"> • Working in line with expectations in the Ofsted framework regarding effective learning and teaching. • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET
Knowledge and skills	<p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an ability to work with pupils and their families in a sensitive and positive way. • Demonstrate a sound knowledge of the SEND Code of Practice and its application. • Evidence that they have experience of behaviour management techniques for groups and individuals with SEND. • Show that they have a good understanding of the principles behind school improvement, including school improvement planning, monitoring and reviewing progress. • Make consistent judgements based on careful analysis of SEND data. 	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Demonstrate a greater understanding of how pupils with SEND develop. • Demonstrate a sound understanding of

	<ul style="list-style-type: none"> • Communicate in both written and verbal mediums effectively. • Present clearly a wide range of specialised information to both educationalists and non-educationalists. • Demonstrate a proven ability to work sensitively and effectively with colleagues to help them to improve their everyday classroom practice. 	<p>SEND funding on offer.</p> <ul style="list-style-type: none"> •
Personal qualities	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • A calm and caring nature. • Excellent verbal and written communication skills. • Excellent time management and organisation skills. • A flexible approach towards working practices. • High expectations of self and professional standards. • The ability to work as both part of a team and independently. • The ability to maintain successful working relationships with other colleagues. • High levels of drive, energy and integrity. • A commitment to equal opportunities and empowering others. <p>The successful candidate will be:</p> <ul style="list-style-type: none"> • Committed to promoting high quality care of children. • Dedicated to promoting their professional development. • Able to plan and take control of situations. • Capable of handling a demanding workload and successfully prioritising work. • Professionally assertive and clear thinking. 	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • A commitment to contributing to the wider school community.