

JOB DESCRIPTION

SENCo with teaching responsibilities

Reporting to:	Headteacher
Responsible for:	Pastoral Care Coordinator, Therapeutic Education Practitioners (Specialist TAs)
Salary:	£46,000 - £49,125 per annum (TCES Salary Band 4)
Location:	TCES Create Learning Primary, E16
Contract and hours:	Permanent, Term Time Only

Overview

TCES staff work to a therapeutic approach to education provision, promoting good pastoral care and therapeutically informed behaviour management strategies. This is even more important within our Primary environments where our focus is on high quality education and nurture.

Our Principles of Therapeutic Education are:

- We understand neurodiversity.
- We understand attachment.
- We use relationships for recovery.
- We are consistent and predictable (Expectations, Rewards & Consequences).
- We view behaviour as communication (Emotional, sensory & physical needs).
- We have unconditional positive regard for pupils.
- We co-regulate & role-model.
- We demonstrate inclusive, strengths-based practice.
- We develop emotional literacy.
- We develop leadership & life skills.

Our expectation is that the role-holder shares our commitment to our Principles of Therapeutic Education and plays an active part in ensuring they are embedded in everything we do within TCES.

Scope of the role

Work with the Headteacher to deliver strategic development of the school's Special Educational Needs (SEN) provision and hold oversight of the day-to-day operation with the aim of supporting all pupils to reach their full potential through appropriate bespoke interventions based on individual pupil needs, and a school-wide nurturing approach and learning environment.

Work collaboratively with the clinical and inclusion team to develop appropriate strategies on a whole school, class and individual basis, ensuring that the right resources are in place to deliver the interventions identified on individual Education, Health and Care Plans (EHCP).

It is imperative therefore for the SENCo to champion and promote the interests and

well-being of all pupils, providing specialist advice in order for the school to be safe, secure and child focused.

Main duties and responsibilities

SEN Coordination

Coordinate and oversee a small number of annual reviews, chair meetings as appropriate ensuring that all relevant agencies connected to a pupil are invited to attend and hold a pupil centred review.

Ensure that the views of pupils are shared in the annual review meetings, that the meetings are pupil-facing and that pupils attend the meeting wherever possible, together with their parent/carer; ensure that the young person is given the opportunity to have a voice in their annual review through the provision of a suitable advocate or by whatever means is necessary.

Ensure that future pathways are clearly defined and discussed at all annual review meetings and monitor progress towards targets for all groups of pupils.

Ensure that staff have an understanding of all pupils' EHCPs and Individual Education and Behaviour Plans and that the school carries out its statutory responsibilities and is in compliance with legal processes.

With the support of the Pastoral Care Coordinator, collate and interpret individual pupil data and use this to inform interventions for individual learners.

Develop and coordinate interventions that support learning, utilising appropriate tools and strategies.

Alongside the Deputy Headteacher, arrange Pupil Support Meetings that are strengths based and develop and review support strategies for individual young people / groups based on individual need.

To assist with case management of a selection of pupils.

Identify and disseminate the most effective teaching approaches to bridge barriers to learning through:

- Overseeing the assessment of learning needs, production of baseline assessments and individual target setting.
- Collecting and interpreting specialist assessment data to inform practice.
- Keeping an up-to-date provision map, reviewed regularly, that ensures that all groups of learners are receiving appropriate interventions to support them in reaching their full potential.
- Monitor teaching quality and pupil achievement.
- Keeping accurate and up to date records.

Ensure that families of pupils who are entitled to Pupil Premium are assisted to apply to for it; that Pupil Premium Grant (PPG) money is spent on appropriate resources to

support individual progress and that its impact is monitored and recorded.

Fulfil the role of Deputy Designated Safeguarding Lead and support the DSL in managing safeguarding and child protection matters as and when required.

To ensure access arrangements are assessed in a timely way; that appropriate support is in place for individual learners and to monitor examination submissions.

Provide professional guidance and coaching to teaching staff on how to provide differentiated learning opportunities for all pupils through high quality teaching & learning, interventions and enrichment activities.

Identify school staff training needs, in relation to knowledge, understanding and skills needed to successfully support pupils with Special Educational Needs and Disabilities (SEND), and to recognise those with undiagnosed needs, in line with the SEN Code of Practice, and support in co-ordinating external training.

Teaching

Teach classes and/or interventions to an agreed timetable, planning, preparing and delivering high-quality teaching and learning, as well as providing support to cover absences and PPA on occasion.

Deliver the TCES five-part curriculum in a nurturing way and according to the TCES Principles of Therapeutic Education.

Produce progress reports on individual pupils, statistics and regular updates to the SLT.

Support teachers in their devising of schemes of work, lesson plans and thematic projects that reflect a nurturing approach.

Use positive reinforcement as a key behaviour management tool and working with all staff to initiate a consistent and predictable system of rewards.

Promote and model the active planning for and ensuring of rapid improvement in the literacy and numeracy skills of all pupils.

Maintaining good personal and professional boundaries always including respecting and maintaining the confidentiality of all service users and others.

Ensuring risk assessments are in place, covering all activities while the pupils are in the community.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and Qualifications

Qualified Teacher Status (QTS) or equivalent.

National Award for SEN Coordination or willing to complete in role (D).

NPQML or NPQSL or equivalent experience (D).

Knowledge and experience

Recent proven experience as an outstanding teacher, in Primary and/or SEN.

Experience of liaising with SEN Teams in Local Authorities.

Experience of coordinating pupil centred annual reviews and providing timely reports.

Experience of managing neurodiverse children with SEND, especially ASC/SEMH needs, and an understanding of potential implications for communication, learning and behaviour patterns.

Demonstrable experience of raising outcomes for pupils with neurodiverse needs whilst promoting a culture of inclusion.

Working knowledge of Safeguarding & Child Protection Procedures, the National Curriculum, Key Stage requirements and Code of Practice for SEND.

Knowledge and awareness of Safeguarding & Child Protection Procedures.

Working knowledge of the Education Inspection Framework (EIF).

Experience supporting other teachers to improve their practice.

Experience working with a Nurture approach/according to the 6 Principles of Nurture (D).

Skills and abilities

Be able to offer a calm response to children with ASC and SEMH and always promote de-escalation and emotional regulation.

Prioritise workload effectively; organised with attention to detail.

Differentiate the national curriculum across a primary model.

Excellent verbal and written communication with experience of writing and keeping effective records and reports for a range of audiences, using proficient IT skills.

Work collaboratively and solve problems creatively.

Produce effective records and reports, including planning and the monitoring of pupil progress.

Able to support pupils in forming and sustaining effective relationships.

Promote excellent practice and reflect upon own practice, aware of new developments in practice and policy that effect the role.

Collaborate and work creatively, interpreting the SEN Code of Practice to support pupils.

Resilient, committed and a hard worker - able to keep going in the face of adversity and never giving up.

Other

Commitment to safeguarding and promoting the welfare of children and children.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES Values and Principles of Therapeutic Education

D= Desirable

December 2023