

**Job Description**

**Job Title: SENCO**

**Reports to: Executive Director of Learning, Livingstone Academy Bournemouth**

**Hours: Full time role**

**Salary: Aspirations Leadership Spine, dependant on experience and qualifications.**

We are a Multi-Academy Trust with a deep sense of moral purpose, determined that children receive an excellent education. It is essential to the role that you model, help develop and implement the Aspirations educational philosophy.

Livingstone Academy Bournemouth is an innovative new school for children aged 4 to 18 opening in September 2021 in the heart of Bournemouth. Our ambition is to ensure that all young people leave school equipped with the skills and knowledge to thrive in their future lives and careers in the digital age. Young people must be creative, critical thinkers who can create technology as well as consume it.

**JOB DESCRIPTION**

The SENCO will play a lead role in upholding the aims and ethos of the academy, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount. The role is pivotal in supporting the SLT in providing a vision for the future of the academy and for keeping everyone informed about provision for identified groups.

We are looking for an experienced teacher with a passion for supporting pupils with special educational needs. The ideal candidate will possess excellent communications skills and an innovative view of education.

**Main duties:**

* Ensure all members of staff recognise and fulfil their statutory responsibilities to diminish the difference for pupils with Special Educational Needs / Disabilities (SEND) and for the wider inclusion groups
* Participate in the school improvement planning process, taking account of the agreed priorities of the school and how these link with national and local initiatives
* Support the Executive Director of Learning (EDoL) and other staff in the review, implementation, development and monitoring of whole school policies which promote the school's values, aims and objectives, working to a high standard in implementing agreed policies, priorities and expectations, and in doing so set a good example to other colleagues
* Establish good relationships with all stakeholders, encourage good working practices and support and lead teachers, by promoting a culture of team work, in which views of all members of the school community are valued and taken into account
* Work alongside the EDoL to secure improvement through Performance Management (PM); take responsibility for the PM of identified teaching staff and all non-teaching staff.
* Line manage non-teaching staff to secure effective learning for all pupils.
* Provide training opportunities and support non-teaching staff in understanding their own accountability, and develop approaches to its review and evaluation
* Advise, assist and provide support for colleagues in planning and improving their provision for all inclusion groups within their classroom practice and disseminate good inclusion practice across the school
* Organise and Chair external inter agency meetings and act as the conduit between parents and outside agencies where needed (EHCP annual reviews/ inter agency work)
* Create and maintain an annual provision map, support staff with correctly identifying children with SEND and inform the EDoL with any School Census change
* Sustain effective, positive relationships with all staff, pupils, parents and governors and the local community
* Be available for parents and pupils to discuss and communicate their academic work and social concerns. Ensure that any parental complaints / concerns within the phase group are responded to appropriately and channel them as appropriate to the EDoL.

**Teaching and Learning Duties:**

* Lead and role model outstanding inclusion provision within your teaching and learning for the wider academy to observe
* Work with the EDoL and within the senior leadership team to sustain high expectations, instil high aspirations and ensure excellent outcomes for all inclusion groups
* Support, liaise and manage all special transitions in to or out of the academy
* Support NQTs and RQTs with inclusion planning, teaching and learning
* Contribute and support the wider professional learning programmes such as Coaching and Mentoring.
* Role model effective leadership of inclusion teaching and learning to all middle leaders
* Promote challenge, innovation and creative approaches to inclusion teaching and learning and support colleagues to effectively plan
* Undertake any other reasonable professional task as directed by the EDoL.

**Principal Attributes and Person Specification:**

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

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|  | **Essential** | **Desirable** | **Evidenced through** |
| **Knowledge and Qualifications** | A good relevant degree or equivalent level experience with a postgraduate qualification, and/or appropriate professional qualification and relevant and up to date CPD activity.  Significant recent knowledge of, best practice in schools, and processes that challenge, support and enable schools to raise standards and achieve excellence. | Higher relevant academic or professional qualification | Application/CV  Documentary Evidence  Interview |
| **Skills** | Strong commitment to raising educational attainment for children and young people with SEN, including working with pupils directly and supporting other staff to do so.  A willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments.  Influencing and negotiation skills - to influence school strategy and policy, secure sufficient internal resources, and secure the necessary support from external agencies.  Leadership skills - to inspire and motivate other teachers, model good practice, and develop a whole school commitment to supporting pupils with SEN.  Interpersonal skills - for building relationships with parents, teachers, and external professionals.  Written communication skills - for writing learning and support plans, reports on pupil progress, and training and guidance for staff.  Sound organisational, time management and administrative skills.  Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils and parents.  Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions. |  | Application/CV  Interview  References |
| **Experience** | Successful and credible track record of supporting pupils with SEN. |  | Application/CV  Interview  References |
| **Personal attributes** | Pro-active with personal drive, tenacity and resilience when faced with complex, demanding situations and competing deadlines.  Approachable and confidential, with an ability to enthuse and engender a passion for continual improvement in teaching and learning, motivating others and sharing expertise, skills and knowledge.  Adaptable and flexible to respond to changing requirements in a positive and enthusiastic manner that secures trust and confidence.  Empathy with the business and values of the Trust. |  | Interview/references |