**ALL HALLOWS RC HIGH SCHOOL**

**JOB DESCRIPTION**

**Director of Inclusion / SENCO**

**From 1st September 2019**

**Core Purpose:**

The post holder will have responsibility for the education of all children with SEND at All Hallows RC High School including G&T & other Vulnerable Groups, and hold wider whole school strategic responsibilities by:-

* Developing and running the Aquinas Centre.
* Raising standards of attainment and achievement of SEND (including G&T) students across the school; in the Aquinas Centre and in mainstream classes and to monitor and support pupil progress.
* Being accountable for the progress and development of SEND students within the Aquinas Centre and in mainstream classes.
* Developing and enhancing the teaching of other colleagues.
* Ensuring the provision of an appropriately broad, balanced, relevant, differentiated and appropriately accredited curriculum for students studying in the Aquinas Centre in accordance with the aims and curricular policies of the school as determined by the Governing Body and the Headteacher.
* Being accountable for leading, managing and developing SEND education across the school.
* Effectively deploying and managing the work of teaching/support staff, financial and physical resources within the Aquinas Centre and mainstream SEND provision.
* Developing and enhancing the school’s alternative provision for students for whom a full KS4 timetable is not appropriate
* Perform the role of SENCo

**Reporting to:** Deputy Headteacher

**Line Management:** Teaching and support staff within the department

**Liaison with:** Headteacher, Senior Leadership Team, Zone Leaders, House Leaders,

teaching colleagues, support staff, LA, parents, Governors and other schools

**Main duties:**

**Operational/Strategic Planning within the Aquinas Centre**

* To lead the development of an appropriate curriculum, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the Aquinas Centre
* To manage (on a day to day basis) the provision in the base including effective deployment of staff and physical resources
* To actively monitor and follow up student progress, by tracking pupil performance in line with the school’s reporting process and lead appropriate interventions for pupils who are making unsatisfactory progress
* To lead colleagues in formulating strategic plans for the base which are relevant to the needs of pupils and to the strategic plans for the whole school

**Whole School**

* To monitor the progress of all pupils across the school with an identified Special Educational Need and liaise with subject staff to ensure that needs are being met
* To liaise with the Deputy Headteacher Provision to maintain an accurate up to date register of pupils with SEND
* To be responsible for organising access arrangements for internal and external examinations
* To be responsible for comprehensive screening programmes to identify pupils with SEND
* To participate in transition processes at KS2 and KS4
* To be responsible for the development and implementation of intervention strategies
* To provide guidance and advice to staff on meeting the needs of pupils with SEND both at an individual level and by need
* To be responsible for maintaining up to date Pupil Passports, and profiles and have overview of the annual review process for all EHCP pupils

**General**

* To implement school policies and procedures e.g. Safeguarding
* To contribute to the development of whole school policies
* To ensure that Health and Safety policies and practices in the Aquinas Centre & SEND Zones are in-line with national and school requirements

**Curriculum Provision**

* To liaise with the Deputy Headteacher Provision to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum which is in line with the School Improvement Plan
* To take responsibility for the development and delivery of Learning Support courses

**Curriculum Development**

* To lead curriculum development in the base.
* To keep up to date with national developments in meeting the needs of pupils with SEND
* To actively monitor and respond to curriculum development and initiatives at local, regional and national levels
* To liaise with the Senior Leadership Team and the Examinations Officer to maintain accreditation with the appropriate examination and validating bodies
* To ensure that the development of the range of courses offered by the base is in line with the national developments

**Staffing**

Staff Development, recruitment and deployment of staff

* To work with the Assistant Headteacher Teaching to ensure that staff development needs are identified and that appropriate programmes are designed to meet those needs
* To take responsibility for your own professional development and to seek opportunities to improve your own practice
* To actively manage and lead the performance of the base & SEND teams including the use of the Appraisal Review process including setting challenging objectives designed to address the needs of the whole school, team and individual and monitoring progress towards them
* To work with the Assistant Headteacher to actively manage the work of specific groups such as Newly Qualified Teachers and those whose performance gives cause for concern
* To be responsible for the day to day management of staff in the base, acting as a positive role model
* To be responsible for the efficient and effective deployment of support staff
* To make appropriate arrangements for classes when staff are absent, ensuring appropriate work is available and liaising with Cover Supervisors before and after lessons
* To participate in interviews for new staff and ensure effective induction for new colleagues in line with school procedures
* To motivate colleagues and promote an effective team

**Quality Assurance**

* To use National Frameworks to inform judgements on Quality Standards
* To ensure appropriate quality control procedures are in place (in line with whole school policy) and to ensure their effective operation
* To ensure appropriate targets are set (in line with whole school policy) and to work towards their achievement
* To establish good practice within the base and develop the effectiveness of teaching and learning in the Aquinas Centre
* To monitor and evaluate the work of the Aquinas Centre in line with school procedures
* To seek/implement modification and improvement where necessary
* To ensure that the base’s quality procedures meet the requirements of the school Management of Information
* To ensure the management of accurate and up-to-date information relating to the base and SEND children in the mainstream on the school’s information management system
* To use, analyse and evaluate data
* To identify and take appropriate action on issues arising from data, systems and reports, setting deadlines and reviewing progress
* To produce accurate and informative reports on the work of the base & SEND team
* To produce detailed and accurate reports on examination performance including appropriate data
* To manage the base’s and SEND team’s collection of data in conjunction with appropriate staff
* To provide the Statutory Annual Report and appropriate information for the Governing Body on the Aquinas Centre’s & SEND team’s work, performance and development

**Communication**

* To ensure that all members of the Aquinas Centre and SEND teams know and understand its aims and objectives
* To ensure effective communication with parents and other appropriate bodies
* To liaise with local schools, higher education, industry, Examination Boards, Awarding Bodies and other outside agencies
* To represent the Aquinas Centre effectively

**Liaison**

* To lead the development of effective subject links with partner schools and the community, including attendance at appropriate events
* To promote the Aquinas Centre and SEND teams at school events such as Open Day/ Open Evenings, Parents’ Evenings etc.

**Management of resources**

* To manage the resources of space, staff, money and equipment efficiently and effectively in line with school procedures
* To work with the Deputy Head Provision to ensure that the base’s and SEND team’s teaching commitments are appropriately timetabled and roomed
* To work closely and effectively with the school’s Business Manager
* To work effectively with the LA’s SEND team including Case Workers, Educational Psychologist and support staff

**Pupils’ Development**

* To monitor and support the progress and welfare of pupils within the Aquinas Centre & SEND population
* To monitor pupil attendance, progress and performance ensuring that appropriate action is taken and colleagues are kept informed in line with school procedures
* To act as a form tutor carrying out the duties associated with that role in line with the school’s expectations
* To contribute to PSHE, citizenship, enterprise and SMSC in line with school policy
* To ensure that the base and SEND teams work in line with the school’s Behaviour Management policy and procedures to allow effective teaching and learning to take place

**Contribution to the whole school**

* To play a full part in the life of the school, to support its mission and ethos and to encourage and ensure staff and pupils follow this example
* Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Colleagues will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

**ALL HALLOWS RC HIGH SCHOOL**

**PERSON SPECIFICATION**

**Director of Inclusion / SENCO**

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| **Essential** **Criteria** | **Necessary requirements – qualification, experience, skills, knowledge etc.** | **Criteria** | **M.O.A.** |
|  | Qualified teacher status | **E** | **C** |
|  | Post-graduate or appropriate further qualification | **E** | **C** |
|  | Recent proven high quality mainstream experience | **E** | **AI** |
|  | National SENCO Award |  |  |
|  | Evidence of ongoing professional development in at least one specialist area of SEN and of the latest developments in teaching and learning in general | **E** | **AI** |
|  | Substantial experience in teaching children with a range of special educational | **E** | **A** |
|  | Current driving licence and access to a car during normal working hours (Reasonable adjustments will be made for candidates with a disability) | **E** | **C** |
|  | Enhanced CRB check as per current legislation | **E** | **C** |
|  | Knowledge of current legislation affecting SEND | **E** | **I** |
|  | Recent and substantial (within the last 2 years) experience of line managing staff from varied disciplines | **E** | **AI** |
|  | Recent and substantial (within the last 2 years) experience of leading and/or developing teams. | **E** | **AI** |
|  | Excellent communication skills, both oral and written, with an ability to relate to and communicate with a range of people, including parents, teachers, Head teachers, LA colleagues and professionals from other agencies and schools | **E** | **AI** |
|  | Experience of successful working in Multi Agency teams. | **E** | **AI** |
|  | Experience of successfully implementing SEN procedures | **D** | **EAI** |
|  | Recognised high quality teaching skills demonstrated with a range of complex Special Educational Needs | **E** | **A** |
|  | Able to analyse and synthesise in order to allow information to be communicated effectively | **E** | **I** |
|  | Able to offer INSET:-at school levelat LA level | **E****D** | **P****P** |
|  | Ability to use ICT as an integral part of practice. | **E** | **T** |
|  | Ability to initiate develop and co-ordinate staff training at a variety of levels | **E** | **AI** |
|  | Ability to work independently within agreed school priorities | **E** | **AI** |
|  | Ability to work effectively with pupils parents, schools, governors and other agencies. | **E** | **EAI** |
|  | Ability to interpret data, use it to analyse team and individual performances and utilize it to plan and designProvision | **E** | **EAI** |
|  | Ability to understand and manage a budget. | **E** | **EAI** |

**Method of assessment (\* M.O.A.)**

**A =** Application form**, C =** Certificate**, E =** Exercise**, I =** Interview**, P =** Presentation**, T =** Test**, AC =** Assessment centre

**Criteria**

**E** = Essential, **D** = Desirable