**JOB DESCRIPTION: SENCo**

METHOD OF APPLICATION

• Complete Application Form

• Letter of application (sent to Sally Wicken, Associate Principal)

• Max 2 sides of A4 (font size no smaller than 11)

• Outline

(a) Your experience which will help in successfully undertaking the role;

(b) A description of your approach to the role of SENCo;

**Closing Date: Monday 20 January 2020 at 8.00am**

**Interview Date: TBC**

**Job Title: SENCo**

**Accountable to: Vice Principal**

**Salary: Leadership Spine L5-L9**

We are looking for a committed and talented SENCO to lead, develop and support the growing of an outstanding SEND provision at Beauchamp College.

The successful candidate will be expected to lead, develop and support effective practice for pupils with particular learning needs to ensure they are addressed in the most effective way and, where appropriate, students with SEND make rapid progress in line with Beauchamp College’s expectations. It is expected that as well as leading SEND provision the successful candidate will also be an outstanding teacher of their subject(s).

**Key Responsibilities**

* Lead the provision for special educational needs and disabilities (SEND) within the college.
* Monitor the impact of teaching and learning activities on the progress made by pupils with SEN.
* Provide a strategic vision for the department and raise standards of SEND student inclusion, attainment, attendance and achievement by monitoring and supporting student progress.
* Advocate and drive a fully inclusive ethos across the whole school, ensuring that staff develop a broad, balanced and inclusive curriculum to help SEND learners succeed.
* Liaise with Learning Development Support staff, Heads of Department, class teachers, Heads of Year and parents/carers about students with SEND
* Liaise, where necessary, with the appropriate external agencies for further support to meet student needs
* Advise and guide learning support assistants and learning mentors of the needs of students with SEND and of suitable methods and strategies to remediate these needs. This may include the modelling of good practice or support with planning and review.
* Ensure that appropriate schemes of work, including related SEND assessment processes, are in place and regularly reviewed.
* Monitor student progress through the use of Student Passports, standardised assessments and other school wide or departmental assessment data to ensure that appropriate intervention strategies that raise overall standards are implemented.
* Promote a collegiate approach so that the staff in the department work as a team.
* Be responsible for ensuring that the appropriate provision is in place and adhering to the EHCP process with the Local Authority and other outside agencies including for the annual review process.
* Within the context of the school’s aims and policies, develop and implement SEND policies, plans, targets and practices.
* Effectively line-manage the Learning Development Department including Assistant SENCO, HTLA team and Learning Support Assistants.

**Outcomes and Activities**

**Leadership of SEND**

* Plan, deliver, resource and evaluate the strategy for Catch up to ensure all students who enter the college are secondary ready.
* Ensure there is a clear, robust plan, process and support for transition at all stages
* Support and sustain effective SEN whole school teaching, evaluating the quality of teaching and standards of pupils’ achievement, and setting targets for improvement.
* Provide all those with involvement in Special Needs the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.
* Lead and develop provision for students within all areas of need. Identify, monitor and track their progress against college expectations, providing advice and support for classroom teachers to deliver SEN-friendly lessons through observation, coaching and CPD where appropriate.
* Contribute to the development and maintenance of the college provision map including tracking student provision to ensure that the provision map is up-to-date and accurate.
* Assist with staff development and CPD training with regard to SEND.
* Engage in liaison meetings with appropriate outside agencies, e.g. Educational Psychologist, Speech and Language service, Autism Outreach, Early Help; Local Authority etc. and facilitate opportunities for external agencies to work with students and staff where appropriate.
* Take ownership of the coordination, implementation and evaluation of interventions.

**Teaching and Learning**

* Keep up-to-date with national developments within the area of SEN and remain informed of best practice methodologies and teaching strategies.
* Plan, deliver and assess high-quality intervention programmes for individuals or small groups.
* Teach small groups of students with SEN as part of Catch up within up to 8 lessons a week of subject specialisms
* Identify pupils with SEND and the maintenance of the college’s SEN register.
* Develop curriculum resources to ensure that pupils identified on the SEN Register have the required levels of support.
* Manage the implementation of an inclusive curriculum including access to alternative/additional provision.
* Support teachers and support staff to deploy effective and evidence-based strategies to ensure outstanding teaching and learning for pupils with SEND.

**Curriculum Setting and Assessment**

* Evaluate intervention effectiveness and analyse department and whole-school data so that interventions are refocused as appropriate.
* Ensure that students are awarded appropriate examination concessions in respect of their needs.
* Keep detailed records of the progress of key students in receipt of learning support, including writing learning support plans, behaviour support plans and annual reviews.
* Manage and deploy available resources including, under direction from the Vice Principal, assisting in the day-to-day line-management of staff working within the department.
* Manage appropriate resources for Special Needs and Literacy/Numeracy Support and ensure that they are used efficiently, effectively and safely.
* Write or assist with applications for statutory assessment of need where required.

**Beauchamp College Culture and Ethos**

* Maintain the college culture and ethos and provide strategies to support pupils with SEND to meet the college’s demanding expectations in the area of behaviour for learning.
* Help create a strong college community, characterised by consistent, orderly behaviour and caring, respectful relationships.
* Support the college’s values and ethos by contributing to the development and implementation of policies, practices and procedures.
* Help develop a college culture and ethos that is utterly committed to achievement and holistic development.
* Support and work in collaboration with colleagues and other professionals in and beyond the school, covering lessons and providing other support as required.
* Help to maintain/establish discipline across the whole college.

**Person Specification**

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|  | **Essential** | **Desirable** |
| **Knowledge and Qualifications** | SENCo qualification  Trained to complete Access Arrangements (or be working towards)  Have the ability to work across the learning profiles and alongside colleagues to promote outstanding teaching and learning  Awareness of catch up funding and appropriate provisions to ensure students are secondary ready | Level 2 or 3 ASD training  Led on CPD of SEN in a school setting  To possess knowledge of Speech & Language support |
| **Experience** | Experience of working in a large school  Experience of working with SEN pupils across key stages  Have an excellent understanding of the needs of children with a wide range of complex learning needs  Know how to use data from assessment to drive progression and attainment forward | Experience of having liaised with hospital schools  Be able to lead on assigned projects related to improving standards in teaching and learning in school. |
| **Skills and competencies** | Be an outstanding listener, with high emotional intelligence and very effective and credible communication. Be an excellent planner, forward thinker with visible team leader skills.  Have a clear understanding of relevant accreditations for students with SEND. | Be fully cognizant of, and able to articulate, local and national educational priorities |
| **Other** | Be committed to involving students, parents/carers, Governors and wider stakeholders | Have strong evidence for developing, leading and completing major educational initiatives in school |

**This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may 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 cannot themselves justify a reconsideration of the grading of the post.**