



Job Description

Our whole school is committed to safeguarding and promoting the welfare of children and young adults and expects all staff and volunteers to share this commitment.

Post title:	SENCO/IL Lead
Hours of work:	Full Time, Fixed Term (Initial 1 Year Contract), Term Time
Salary:	Commensurate on Experience
Responsible to:	The Director of Studies

Main Responsibilities:

- Assess/screen pupils either with or suspected of having Specific Learning Difficulties.
- Liaise with visiting external agencies, parents, and other teachers.
- Be willing to engage in, and share knowledge of Continued Professional Development, to keep abreast of current research and practice.
- Tracking the progress of pupils in literacy and social/emotional development as appropriate.
- Preparing and delivering progress reports at Parents' evenings and complete feedback reports.
- Supporting the development of improvements in literacy, numeracy and information and communication technology skills, as well as access to the wider curriculum
- Identify and develop study skills to support pupils in their ability to work independently and learn more effectively;
- Working with pupils, subject leaders, and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for pupils with SEN;
- Being able to take the lead on access arrangements for students in internal and external examinations and working collaboratively with the Examinations office to ensure all policies and procedures have been followed and that evidence of need is in place.

	<ul style="list-style-type: none"> • Produce an annual report on the impact of IL support and strategies for those who have completed GCSE and A Level examinations so these can be evaluated and ensure it is possible to evidence the impact. • In line with the understanding that all teachers are teachers of SEN, the SEN Specialist Teacher will support staff in understanding the learning needs of pupils with SEN and the importance of raising their achievement;
<p>Monitoring, Assessment, Recording, Reporting, and Accountability</p>	<ul style="list-style-type: none"> • Be able to carry out observations on assigned pupils and provide feedback/advice to class teachers regarding support such as differentiation and interventions, and referrals. • Collect and interpret specialist assessment data gathered on pupils and use it to inform practice; • Monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of pupils with SEN; • Identify and disseminate the most effective teaching approaches for pupils with SEN; • Analyse and interpret relevant school data, research, and inspection evidence to inform the SEN policy, practices, expectations, targets and teaching methods;
<p>Knowledge and Understanding:</p>	<ul style="list-style-type: none"> • The characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of pupil achievement and promoting their spiritual, moral, social and cultural development and their positive behaviour, and how those strategies can be used to support pupils with SEN; • How information and communication technology can be used to help pupils gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching pupils with SEN; • The requirements to communicate information effectively to parents and other schools on transfer and also to external agencies; • The purpose of individual education plans, including leading their formulation and planning their implementation and review; • Willingness to look after the child's physical and personal needs, ensuring the child's privacy and equality.

Person Specification

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	Essential	Desirable	Method of assessment
Qualifications:	<p>A good first degree in a relevant discipline.</p> <p>The IL Lead should be qualified to assess pupils in order to ascertain the level of provision required and the nature of support needed.</p>	<p>Further subject-related qualifications.</p> <p>PGCE or other suitable teaching qualification.</p>	<p>Production of the Applicant's certificates.</p>
Experience/Knowledge:	<p>Excellent communication and critical reflective skills, understanding the importance of listening.</p> <p>Collaborative working practices developed and demonstrable, with the ability to manage change and work under the pressure of changing circumstances.</p> <p>An approachable and supportive disposition, so that others are confident that their concerns will be heard and will receive sympathetic treatment.</p> <p>Excellent interpersonal skills necessary to sustain effective relationships on behalf of the School, both internally and externally.</p> <p>Having knowledge and experience in supporting pupils with Specific Learning Difficulties, individually, especially those with Dyslexia.</p> <p>The ability to teach Literacy, Numeracy and Study Skills across all ages of the school.</p>	<p>Awareness of equal opportunities issues and how they can be tackled through teaching and learning strategies and other SEN provision.</p>	<p>Contents of the Application Form.</p> <p>Interview.</p> <p>Professional references.</p>

<p>Skills:</p>	<p>An ability to communicate effectively both orally and in writing.</p> <p>An ability to devise and implement a range of teaching strategies to promote learning and enjoyment of a subject.</p> <p>An ability to carry out administrative tasks accurately and efficiently to meet tight deadlines.</p>	<p>Good IT skills and an ability to use ICT to good effect in the classroom.</p>	<p>Contents of the Application Form.</p> <p>Interview.</p> <p>Professional references.</p>
<p>Personal competencies and qualities:</p>	<p>An ability to relate well to children and young adults and to recognise and respond to their varying educational and pastoral needs.</p> <p>To embrace the school's vision in day-to-day practice and model the behaviours and values expected of others.</p> <p>A proven commitment to their own professional and personal development.</p> <p>Keenness to seek feedback and the ability to remain positive when challenged or criticised.</p> <p>Discretion and the ability to maintain confidentiality.</p> <p>Reliability and flexibility.</p> <p>Proactively contribute to the school in areas such as clubs, trips and learning outside of the classroom.</p>		<p>Contents of the Application Form</p> <p>.</p> <p>Interview.</p> <p>Professional references.</p>