

**Special Educational Needs Coordinator**

At Ark Elvin Academy we are working hard to give all our pupils an excellent education and are looking for committed teachers and support staff to join us at this exciting stage in our school improvement journey. We are a large, non-selective secondary school in the London Borough of Brent, with excellent transport links to central London. We are committed to ensuring teachers can focus on teaching and have the opportunity to refine and develop their practice in the classroom and develop their leadership skills. Our new building works are underway and will be ready in December 2017, [www.arkelvinacademy.org](http://www.arkelvinacademy.org) to find out more about our new building.

In recruiting for the SENCO role we are seeking the following from applicants:

* Qualified to degree level
* A commitment to our school improvement process
* A growth mindset
* High standards of professionalism
* Courteousness
* Record of high quality teaching

You will become a part of a close knit professional community of enthusiastic people and benefit from guidance and support of experts from the Ark network, one of the country’s top performing school groups.

We encourage and welcome you to visit our school; to arrange a visit, please contact Anita Amaning [a.amaning-ampong@arkelvinacademy.org](mailto:a.amaning-ampong@arkelvinacademy.org) or 020 8902 6362.

For any technical queries about submitting your application, please contact the recruitment team on 0203 116 6345 or [recruitment@arkonline.org](mailto:recruitment@arkonline.org).

To apply for the role, go to <http://arkelvinacademy.org/vacancies>

Closing Date: 11am on Monday 16 October 2017

Location: Brent, London

Start date: January 2018

Salary:Highly competitive (depending on experience) and TLR1C

*Ark is committed to safeguarding children; successful candidates will be subject to an enhanced DBS*

**Job Description:** Special Educational Needs Coordinator

**Reports to:** Assistant Principal

**The Role**

The SENCO, with the support of the senior leadership team, takes responsibility for the day-to-day operation of provision made by the academy for pupils with SEND and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all pupils.

**Key responsibilities**

* Strategic direction and development of provision for pupils and sixth form students with SEND.
* Monitor the impact of teaching and learning activities on the progress made by pupils with SEND.
* Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND to Elvin.
* To be responsible for monitoring provision for children with SEND, in line with other key groups.
* Support the development of high achieving classrooms which support and foster the achievement of all pupils.
* Play a leading role in maintaining/establishing the whole school’s culture and ethos and providing strategies to support pupils with SEND to meet our high expectations in the area of behavior for learning.
* To line manage Learning Support Assistants
* Contribute to the effective working of the school

**Development of SEND provision**

* Develop strategies to ensure early identification of pupils with special educational needs and disabilities.
* Identify and adopt effective teaching approaches for pupils with SEND.
* Monitor learning and teaching activities, to meet the needs of all pupils.
* Establish and disseminate strategies that support all colleagues in their work with pupils.
* Identify the training needs of colleagues and organise/coordinate training in SEND.
* Develop support at all levels to ensure that colleagues have the best training to fulfil their roles.
* In consultation with the Principal, deploy staff to ensure both best coverage of pupils and that individual needs are met.
* Ensure effective systems of communication, including feedback about pupils’ learning to inform future lesson planning.
* Monitoring the quality of SEND support/team teaching by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
* Maintain up-to-date knowledge of national and local initiatives which may impact upon policy and practice.

**Progress & achievement of pupils**

* Monitor the achievements, welfare and discipline of pupils, and to follow up the progress reviews, liaising with the pastoral team and parents/carers when appropriate.
* Liaise with subject departments, primary schools and external agencies to ensure that all necessary strategies are put in place to maximise pupil progress.

**Teaching & Learning**

* Contribute to whole school teaching and learning policy to ensure aspects of inclusive teaching are adopted by all.
* Teach engaging and effective lessons that motivate, inspire and transform pupil attainment.
* Create a climate for learning within teams and support the notion that all teachers are also learners.
* Use regular, measurable and significant assessments to monitor progress and set targets.
* Respond accordingly to such monitoring.
* Identify and lead support groups according to pupil needs, e.g. ASDs, speech and language, behaviour.
* Ensure that all pupils achieve at chronological age level or, if well below level, make significant and continuing progress towards achieving a level.
* Oversee and monitor the quality of inclusion and pastoral support plans and maintain detailed information for subsequent meetings with parents.
* Collect and interpret specialist assessment data gathered on pupils and use to inform practice.
* Support developments and initiatives to improve standards in English and mathematics as well as access to the wider curriculum.
* Maintain regular and productive communication with parents.
* Ensure statutory responsibilities for SEND children are met.
* Coordinate Annual Review meetings.

**Leadership & management**

* Lead colleagues and be instrumental in planning for continual improvement.
* Promote an atmosphere of continuing professional development and share good practice with colleagues.
* Support the professional development of all colleagues, including newly qualified teachers and initial teacher training pupils on SEND practice
* Line manage effectively all learning support assistants.
* Identify the training needs of colleagues and organise/coordinate training to be delivered by other professionals.
* Disseminate procedural information such as recommendations of the code of practice or the academy’s own SEND policy.
* Ensure the establishment of opportunities for learning support assistants to review the needs, progress and targets of all targeted pupils.
* Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT.
* Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the academy.

**Person Specification:** Special Educational Needs Coordinator

**Qualification Criteria**

* Qualified to degree level and above
* Qualified to teach in the UK
* Undertaken or prepared to undertake SENCO training
* Right to work in the UK

**Experience**

* Experience of raising attainment in a challenging classroom environment.
* Experience of prior successful leadership.
* Experience of identifying, providing, monitoring and evaluating teaching strategies, particularly for pupils with known barriers to learning.
* Experience of having worked successfully in at least one school in an urban, multi-cultural setting, teaching students from backgrounds of socio-economic disadvantage.
* Experience of raising attainment for a wide range of pupil groups and age ranges.
* Experience of leading a high achieving team within a complex school environment.
* Evidence of continually improving the learning of their subject through schemes of work and extra-curricular activities etc.

**Skills and attributes**

We are looking for these skills and attributes or at the very least, a candidate’s clear, demonstrable capacity to develop them:

**Alignment with Elvin vision**

* Relentless drive to do whatever it takes to ensure all pupils succeed.
* Embody our core values – integrity, courage, community and mastery – in all aspects of work and conduct.
* The belief that with the right environment all of our pupils are able to excel at university, or in a meaningful alternative.
* The courage and conviction to make a difference.

**Communication skills**

* The ability to listen and communicate effectively.
* Empathy and the ability to understand the needs, aspirations and motivation of diverse individuals and groups.
* The ability to influence and motivate others.

**Working with others**

* Develop and communicate a shared vision.
* Model desired behaviour and values.
* Empower, support and coach others.
* Hold others to account for high standards of performance.
* Understand and resolve conflict.

**Problem solving**

* Identify, analyse and resolve problems and issues.
* Evaluate results and identify necessary actions.
* Make fact-based decisions.

**Resilience**

* Sustain energy, optimism and motivation in the face of pressure and setbacks.
* Stay calm in difficult situations and maintain clarity of vision.
* Be adaptable in the face of adversity.

**Results and learning orientation**

* Awareness of own strengths and limits.
* Commitment to ongoing improvement and learning.
* A passion for teaching and strong subject knowledge.
* Focus on achieving challenging goals and results.
* Resourcefulness and flexibility in delivering outcomes.

**Leadership**

* Effective team worker and leader.
* Demonstrates resilience, motivation and commitment to driving up standards of achievement.
* Acts as a role model to staff and students.
* Vision aligned with Elvin’s high aspirations, high expectations of self and others.

**Leading the curriculum**

* Able to establish curriculum development, assessment, coordination and coaching relationships.
* Has expert communication, planning and organisational skills.
* High expectations for accountability and consistency.

**Leading learning**

* Excellent classroom practitioner and coach.
* Effective and systematic behaviour management with clear boundaries, sanctions, rewards and praise.

**Other**

* Commitment to equality of opportunity and the safeguarding and welfare of all pupils
* Willingness to undertake training
* This post is subject to an enhanced Disclosure & Barring Service check

*This job description sets out the main duties of the post at the time of drafting. It cannot be read as an exhaustive list. These responsibilities will be discussed annually as part of the postholder’s annual performance review and are subject to change. However, it may be altered at any time subject to need in consultation with the postholder subject to the Principal’s approval.*