



London Borough of Camden

Harmood School

JOB PROFILE

SENDCo

POSITION TITLE:	DIRECTORATE: CSF
Associate Assistant Head - SENDCo	DIVISION: Education
	SECTION: Harmood School, Camden Centre for Learning
	PAY LEVEL: Leadership 5 - 8
REPORTS TO: Head of Inclusion / Head of School	

JOB PURPOSE

To support the Head of Harmood Special School, and be an integral member of the Camden Centre for Learning (CCfL), in providing high quality professional leadership to provide support, inclusion and intervention for students with social, emotional, and mental health difficulties at the Harmood School.

To be a member of the Senior Leadership Team.

To enable Harmood School to fulfil statutory and regulatory roles in line with national and local policies, regulations and guidance.

To demonstrate a commitment to continuously improve the delivery and quality of service to students, parents/carers, partner agencies, colleagues and managers.

To carry out all duties and responsibilities outlined in the latest Teachers' Pay and conditions document and to uphold and strive to fully meet the Teachers' Standards.

The post holder will need to be flexible and adaptable, willing to train and be prepared to deliver a range of responsibilities as the needs of the CCfL evolve, commensurate to their role and job description.

This job description may be amended at any time following discussion between the post holder and the Head and will be reviewed annually to ensure it meets the needs of CCfL.

Specific Purpose

The SENDCo will:

Lead in the designated area of Inclusion and SEN

Specific Responsibilities:

- To lead on all areas of policy and practice around SEN and Inclusion.
- To undertake all the statutory duties of a SENDCo.
- To line manage the SEN Team members and the wider HLTA support team.
- To further develop ways of working:
 - To ensure all students are fully included, receive an appropriate and personalized curriculum pathway and receive appropriate interventions to enable the students with additional SEN needs to meet and or exceed expectations.

- To work with all staff to further develop their SEN knowledge and understanding to ensure they can recognize and fulfill their statutory responsibilities with SEN and in particular to advise and support the wider SLT to ensure all areas of their work is inclusive of all students.
- To work closely with the multi agency team, identifying how the different professionals can best deploy their skill set, to contribute effectively to the development of intervention programmes to support individual students, groups of students, families and members of the CCfL Team.

To contribute to the provision of the highest quality pastoral support to meet the holistic needs of all students and their families and to act as tutor to an identified cohort of students.

To lead on identified areas within the CCfL Improvement Plan to ensure the School is engaged in a cycle of continuous improvement.

MAIN DUTIES AND RESPONSIBILITIES

1. STUDENT ACHIEVEMENT

- Promotes at least good and strives to achieve outstanding progress and outcomes by students
- Demonstrates that as a result of their teaching, students achieve well relative to their prior attainment, making progress as good as or better than similar students' nationally.
- Meticulously plans teaching to build on students' capabilities and prior knowledge and ensure they are well prepared for all forms of assessment.
- Demonstrates highly effective knowledge and understanding of how students' learn and how this impacts upon teaching
- Adapts teaching to respond to the strengths and needs of all pupils and uses differentiation appropriately, using approaches which enable pupils to be taught effectively.
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Makes accurate and productive use of assessment

- Demonstrates consistent and effective use of information about prior attainment to set and communicate challenging targets and expectations for students.
- Contributes towards establishing Assessment for Learning in subjects and evaluating progress through the use of agreed assessment tools
- Uses assessment as part of their teaching to diagnose students' needs, set realistic and challenging targets for improvement and plan future teaching.
- Routinely analyses student data, detects variation and develops appropriate intervention for individuals and groups.
- Analyse performance data and ensure this is fed into the performance management system
- Has an extensive knowledge and well- informed understanding of the assessment requirements and arrangements for the curriculum areas they teach
- Has an up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs

2. QUALITY OF TEACHING

- Demonstrates expertise in their curriculum area
- Demonstrates an intrinsic curiosity about their specialism, keeps up to date with national and local developments.
- Prepares and delivers consistently good and outstanding lessons that are well matched to the needs of learners and which ensure successful learning by all students.
- Raises the quality of teaching and learning and embeds a learning culture that enables students to become effective, enthusiastic and independent learners.
- Provides opportunities for learners to develop a range of skills including reading, writing, communication and mathematics across their curriculum area.
- Undertakes routine evaluation of own practice and consistently seeks to develop and use the most effective teaching strategies and uses the most effective teaching strategies.
- Provides models of excellent and innovative teaching and uses their skills to enhance teaching and learning across their curriculum area.
- Engages staff in the development of curriculum progression plans and schemes of work.
- Provides evidence of impact of professional development and continuous learning upon effective practice.

3. BEHAVIOUR & SAFETY

- Is committed to developing a positive approach to behaviour and embraces the nurture based approach integral to CCfL practice.
- Demonstrates knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Provides a classroom environment in which students feel welcome and valued.
- Establishes a safe and stimulating environment for students, rooted in mutual respect.
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils.
- Manages behaviour effectively to ensure a good and safe learning environment
- Has high expectations of behaviour, and uses a range of strategies inc. praise, sanctions and rewards consistently and fairly.
- Establishes a positive relationship with students and actively encourage student's independence, self esteem and self awareness.
- Models strategies designed to encourage appropriate behaviour and to promote student's psychological and emotional well-being.
- Reinforces appropriate behaviour in a variety of settings to facilitate access to the curriculum and to support appropriate behaviour at unstructured times, eg breaks and lunchtimes.
- Builds positive partnerships with parents / carers and with other professionals to support students.
- Supports mainstream staff and staff in other provisions in the application of appropriate and consistent behaviour management strategies and to encourage acceptance and inclusion of students with SEMH and learning needs.

4. LEADERSHIP AND MANAGEMENT

Fulfils wider professional responsibilities

- Makes a positive contribution to the wider life and ethos of the school.

- Liaises with members of the multi agency team to ensure students are able to access and engage in learning, any barriers to learning are removed and to ensure positive transition and progression.
- Supports the implementation of the vision of the school, ensure it is clearly articulated, shared, understood and acted upon effectively by all.
- Implements effective performance management procedures and a continuous professional development programme that links to the CCfL Improvement Plan for a cohort of staff within the identified strategic lead area.
- Supports strong distributed models of leadership throughout the CCfL so that teams and individuals can be effective in their work with students.
- Contributes to the development of a service ethos which enables everybody to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Supports the development of effective school improvement plans in their lead curriculum area that contribute to the overall School Improvement Plan, and which actively involve all staff in its design and implementation and self evaluation.
- To establish staff and resource needs and advise the Head of School and the wider senior leadership team on likely priorities for expenditure and allocate available resources.

GENERAL RESPONSIBILITIES AND EXPECTATIONS

- Contribute to the overall ethos/work/aims of the CCfL.
- To understand and actively promote all school policies and procedures.
- To commit to safeguarding and promoting the welfare of children and young people.
- To take responsibility for your own professional development by actively seeking formal and informal learning opportunities and by actively engaging in the CCfL CPD programme.
- To participate in training and promote strategies around positive behaviour management, including restorative approaches, de-escalation and positive handling.
- Recognise own strengths and areas of expertise and use these to support and develop others.
- To take responsibility for your own physical and emotional health, so that you attend school regularly and meet the Whole School Attendance target
- Attend and participate in meetings as required.
- Treat all users of the CCfL with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming environment which supports equal opportunities for all.
- Promote and ensure the health and safety of pupils, staff & visitors (in accordance with appropriate health & safety legislation) at all times.

This job description will be reviewed annually as part of the performance management review process and after consultation with the line manager and the post holder.

<p>Note: All Camden employees are expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties</p>

WORK ENVIRONMENT

The post holder will be based within Harwood Special School, part of the Camden Centre for Learning.

Harwood School has an ethos of developing positive relationships to manage behaviour and to support every child to achieve.

The post holder will require flexibility and resilience in order to be able to manage the demanding environment of working in a SEMH setting.

The post holder will be working directly with young people who have significant social, emotional, learning and behavioural difficulties and the behaviour of the students is often challenging and demanding and therefore they will need to deploy effective behaviour management skills in their interactions with the students.

Due to the nature of the school there are certain enhanced risks associated with the post including:

- Pupil behaviour & incidents including aggression
- Stress

WORK CONTEXT

Communications and working relationships

- The post holder must display excellent interpersonal skills and apply these to develop relationships with all teaching and support staff, the multi-agency team, parents / carers and students.
- Excellent motivational skills to engage students with a range of complex needs in their curriculum area.
- Regular communication with other educational providers including referring schools and or colleges and vocational providers.

Innovation (decision making and creativity)

- The post holder will need to be able to create a shared vision, positive culture and high aspirations amongst staff and pupils. Creative solutions to overcome challenges will need to be found on a daily basis.
- The post holder will need to plan and work creatively with teaching and other support staff to meet the needs of the students.
- The post holder will be expected to lead in an identified curriculum area and be able to demonstrate creativity and innovative thinking, preparing, delivering and evaluating learning experiences for students
- The post holder will need to have a flexible and responsive attitude to changing work environments and staffing structures.

Resource management

- Responsible for the efficient use of materials and resources within the CCfL.
- Responsible for a designated curriculum budget.

QUALIFICATIONS

Essential:

- QTS
- Recognized SENDCO Qualification
- Evidence of continuing professional development or further professional study in their curriculum lead area

KNOWLEDGE

- Knowledge of the relevant legislation and guidance with regard to education, safeguarding/child protection, SEN and inclusion of students with SEMH
- Understanding of the principles of effective learning for children with SEMH and the ability to promote a culture of learning throughout the school
- Understanding of the principles of good curriculum provision.
- Understanding of the role of assessment in student's learning
- Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion

SKILLS

- Ability to and motivate and empower others. .
- Ability to work effectively in a multi agency team
- Ability to assess, implement and evaluate curriculum programmes across Key Stage 3 and 4
- Ability to use an appropriate range of teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge engage and motivate students.
- Ability to contribute to the collection, analysis and use of data on pupils' progress and performance to raise standards
- Ability to support the Head of School and Senior Leadership Team in setting and achieving challenging targets for the school, teachers and pupils
- Ability to lead and motivate all staff , supporting them in their work and enhancing the performance of all staff
- Ability to support effective communication within the school's community
- Ability to support the Head of School and Senior Leadership Team in creating and maintaining and ethos of positive behaviour and discipline
- Ability to form and maintain appropriate relationships and personal boundaries with students and families
- Ability to reflect on own practice and evaluate individual performance
- Emotional resilience in working with challenging behaviours
- Ability to manage time well and work under pressure to deadlines
- Effective ICT skills
- Ability to write clearly and accurately and communicate effectively with an appropriate sense of audience

EXPERIENCE

Essential:

- Successful teaching experience of the age range served by the school and to have been judged to demonstrate good and outstanding teaching practice.
- Successful experience of monitoring, evaluating and improving the quality of teaching and learning
- Experience of promoting the personal, social, moral, cultural and spiritual development of pupils
- Successful experience of creating and maintaining effective partnerships with parents and other agencies to support pupils' learning