
TITLE: Special Educational Needs Co-ordinator
(SENCO)

GRADE:

RESPONSIBLE TO: Senior Curriculum Manager 14-16

PURPOSE OF JOB:

- To achieve the highest possible standards and outcomes for the pupils in the 14-16 SEND.
- To oversee the day to day operation of the SEND/EBD policy with the aim of raising pupil achievement.
- To support the senior management team in creating a lasting improvement in the quality of education provision and the management of teaching and learning, which meet the changing needs of students at New City College.

MAIN TASKS AND RESPONSIBILITIES:

1. In common with all other staff:

- 1.1 To support the College's mission, vision, values and strategic objectives;
- 1.2 To implement the College's equality and diversity policies and to work actively to overcome discrimination on grounds of race, sex, disability, sexuality, age or status in the College's services;
- 1.3 To take responsibility for one's own professional development and participate in relevant internal and external activities;
- 1.4 To implement the College's health and safety policies and practices;
- 1.5 To contribute to the College's commitment to continuous improvement as identified in the College's charter and quality assurance systems.
- 1.6 To implement and adhere to the College's safeguarding policies and procedures.

2. In common with all other teaching and support staff:

- 2.1 To attend staff meetings as required and participate in activities that support SMT in the maintenance of discipline and ethos
- 2.2 To teach on designated programmes (11 hours per week)
- 2.3 To develop and maintain links with other professionals
- 2.4 To attend meetings arranged by other professionals pertaining to the wellbeing and progress of pupils with SEND/EBD
- 2.5 To be responsible for registering with exam boards details of pupils needing special arrangements for external examinations and keeping evidence of the need, in liaison with the Additional Learning Support team
- 2.6 To sustain an up to date knowledge developments in SEND/EBD procedures and matters appertaining to SEND/EBD, both locally and nationally
- 2.7 To have a clear understanding of all pre-16 students, students working at KS4 and SEND student policies and initiatives
- 2.8 To work with the 14-16 Manager, Coordinator and local representatives at the schools and boroughs to ensure a joined up approach for information sharing about students, supporting them and preparing them for next steps

3. Particular to the Post:

- 3.1 Exercise a key role in assisting with the strategic development of SEND/EBD policy and provision for all 14-16 and SEND students, with the support of relevant members of the senior management team
- 3.2 Support all staff in understanding the needs of SEND/EBD students and ensure that the objectives to develop SEND/EBD are reflected in the 14-16 and SEND development plan
- 3.3 Monitor progress towards objectives and targets for students with SEND/EBD in teachers' planning and to evaluate effectiveness of teaching and learning
- 3.4 Ensure correct assessments take place for pupils on entry to the 14-16 and SEND students and that appropriate support is in place
- 3.5 Liaise with staff, parents, external agencies and schools/colleges to co-ordinate their contribution, to provide maximum support and ensure continuity of provision
- 3.6 Create and monitor effective Individual Education Health and Care Plans for all students and support the Annual Review process

- 3.7 Support the identification of and disseminate the most effective teaching approaches for specific additional needs (e.g. ADHD, dyslexia)
- 3.8 Work with all staff to develop effective ways of bridging barriers to learning through:
- Assessment of needs
 - Monitoring of teaching quality and pupil achievement
 - Target setting
 - Supporting staff in recording and monitoring of pupil tracking systems
 - Planning individual programmes of learning
- 3.9 Be aware of new resources available and consider a range of teaching strategies and resources that could be utilised for pupils with SEND/EBD
- 3.10 Provide individual or small group teaching for pupils as appropriate
- 3.11 Liaise with mainstream schools and other educational settings where appropriate
- 3.12 Maintain systems for identifying, assessing and reviewing SEND/EBD students in all 14-16 and SEND settings in order to ensure appropriate support is put in place
- 3.13 Monitor teaching and learning to ensure that teaching reflects the different needs of individual pupils by lesson observations and monitoring of lesson plans
- 3.14 Provide professional guidance to secure good teaching for SEND/EBD pupils, through both written guidance, personal advice and training and by modelling good practice
- 3.15 Delivery of support sessions and teaching a reduced timetable within the areas of support in order to support the team and model good practice
- 3.16 Advise on and contribute to the professional development of staff, including INSET where appropriate
- 3.17 Maintain and develop resources needed to meet the needs of pupils with SEN and advise on the priorities for expenditure

4. Person Specification:

- 4.1 Qualified teacher status
- 4.2 Experience of successful teaching including evidence of involvement in the raising of achievement of challenging students or students with additional support needs (SEND or EBD)

- 4.3 Experience of developing and delivering programmes for students with SEND/EBD
- 4.4 A Special Educational Needs qualification or relevant experience in the area of challenging behaviour
- 4.5 Evidence of continuing professional development
- 4.6 An understanding of methods and good practice in reviewing and evaluating teaching & learning
- 4.7 Evidence of clear view about future developments of area of responsibility in a school or 14-16 and SEND Students, and an ability to manage change
- 4.8 Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within a school or 14-16 and SEND students
- 4.9 An understanding of national developments in the area of social inclusion and SEND/EBD
- 4.10 Knowledge of the National Curriculum, including Programmes of Study and national strategies related to the teaching pupils with SEND/EBD
- 4.11 Knowledge of a range of accreditation available to students
- 4.12 An understanding of behaviour management strategies
- 4.13 Ability to build effective working relationships with a range of partners and stakeholders.
- 4.14 Ability to motivate colleagues and pupils through a positive and professional attitude
- 4.15 Excellent behaviour management skills based on a firm but empathetic approach with students
- 4.16 Strong interpersonal skills and an ability to communicate clearly both orally and in writing
- 4.17 Demonstrable commitment to inclusive education
- 4.18 Excellent attendance and punctuality
- 4.19 Ability to prioritise competing demands
- 4.20 Ability to work as part of a team
- 4.21 A commitment to deliver services with the framework of Tower Hamlets College's equal opportunities policy.

- 4.22 Ability to form and maintain appropriate relationships and personal boundaries with children and young people

Additional Information:

This job description will be reviewed annually to ensure that it is an active description of the responsibilities and duties of the individual post holder and that these responsibilities and duties consistently match the needs of the College.