**JOB DESCRIPTION**

**Post Title:** SENCO 0.8

**Salary Grade:** **MPS M3-M6 plus SEN allowance (UPS candidates will also be considered).**

**Responsible to:** Academy Head and Regional SEND Systems Leader

**Responsible For:** SEND provision and support

A SENCO provides leadership and direction for the provision of students with SEN, promoting and implementing the school’s special education needs (SEN) and Inclusion Policy in accordance with the SEND Code of Practice. While the Head Teacher carries overall responsibility for school improvement, the SENCO has responsibility for providing professional guidance to support teachers in securing high standards of Teaching and Learning as well as playing a major role in the development of school and SEND policy and practice. Throughout their work, the SENCO ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils (in particular those with SEND) and raise standards of achievement in school.

The key areas of responsibility for this post are:

A) Strategic direction and development of the Curriculum Area

B) Teaching and learning

C) Leading and managing staff

D) Effective communication with parents and other stakeholders

E) Efficient and effective deployment of staff and resources

F) Additional SENCO specific responsibilities

1. **STRATEGIC POLICY AND PLANNING**

Within the context of the school’s aims and policies, Subject Leaders support the development and implementation of subject policies, plans, targets and practices.

1. To establish a clear and ambitious vision for SEND provision, to draw up SEND Development Plan consistent with the Academy Development Plan.

2. To ensure whole-school SEND policies translate into effective practice.

3. To represent the academy at relevant meetings inside and outside of school, and feedback policy and practice.

4. To convene regular support staff meetings with agendas and minutes circulated to team members.

5. To promote SEND within school and provide information and guidance as appropriate.

6. To promote high standards in SEND provision and support, leading by example.

7. To keep abreast of current educational thinking and SEND developments.

8. To promote a positive image of the academy in the community.

9. To meet with the Local Leadership Team (LLT) – specifically the Inclusion Manager and/or System Leader - to review the progress and needs of pupils with SEND.

10. To contribute to the development of the Academy Development Plan and attend relevant Leadership Team Meetings.

1. **TEACHING AND LEARNING**

Subject Leaders secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils’ achievements and set targets for improvement.

1. To oversee and monitor the quality and the delivery of the curriculum in relation to SEND, evaluate its success and set targets for improvement.

2. To ensure consistency of practice across SEND provision, with regard to lesson planning, the standard of teaching etc.

3. To work closely with the ICT Lead in ensuring effective use of elearning/SEND specific technology.

4. To have high expectations of all students.

5. To monitor and track student performance and progress, seeing that assessment data is recorded and used, and that targets are set.

6. To support teachers in implementing a graduated response of support strategies for pupils.

7. To monitor and evaluate the quality of teaching and learning, and implement robust Quality Assurance that evidences best practice and brings about improvement.

8. To encourage and develop extra-curricular and enrichment provision where relevant to pupils with SEND.

9. To be able to deliver and model high quality teaching and to be able to use expertise in this area to advise and mentor colleagues.

1. **LEADING AND MANAGING STAFF**

The SENCO provides to all those with involvement in the teaching or support of pupils with SEND, the support, challenge, information and development necessary to sustain and secure improvement in teaching.

1. To monitor staff performance, supporting, challenging and setting targets.
2. To advise the Head Teacher on appointment of staff within the area of SEND support, drawing up job specifications and sitting on interview panels as appropriate.
3. To oversee the induction of new staff.
4. To oversee and monitor the professional development of colleagues through undertaking Line Management responsibilities.
5. To set a professional example in terms of teaching, attendance, energy and effectiveness.
6. To oversee and support the deployment of support assistants so they effectively raise the quality of learning and achievement.
7. To deploy, monitor and ensure the performance of any external professional or other support.
8. To operate effectively as a member of the academy’s Senior Leadership Team (SLT).
9. **PARENTS/OTHER COMMUNICATION**
10. To liaise with parents as appropriate with regard to students’ progress, behaviour, attendance or other concerns.
11. To liaise with teachers, Phase Leaders, other members of SLT and LLT as required.
12. To liaise with primary schools, outside agencies, industry and other professionals as necessary.
13. To lead/attend meetings to inform parents of new developments.
14. **RESOURCES MANAGEMENT**

1. To identify, order and distribute appropriate resources and ensure they are used efficiently, effectively and safely.

2. To manage any delegated budget and maintain up-to-date accounts in accordance with school procedures.

3. To oversee stock control, storage and filing systems and regularly update inventories.

4. To help create a safe, stimulating and attractive environment for teaching and learning.

1. **SENCO SPECIFIC RESPONSIBILITIES**
2. Day to day leadership and implementation of the school’s special education needs and disability (SEND) and Inclusion Policy.
3. Overall responsibility for the SEND Register and monitoring of the record keeping of students with SEND.
4. Chair review meetings of students with SEND, including annual reviews and EHCP related meetings.
5. Lead and have responsibility for the preparation of exam arrangements for pupils with SEND in key year groups.
6. Liaise with external agencies including Educational Psychologists, the school nurse and other support agencies, medical and social services
7. Prepare and implement EHCPs

7. Responsibility for ensuring preparation and implementation of How Needs May Be Met, including reviewing, updating and ensuring effective use by all staff

8. Collect and interpret specialist assessment data

9. Monitor teaching and learning activities to meet the needs of students with SEN

10. Liaise with other schools to ensure continuity of support and learning when transferring students with SEN

11. Lead, advise and support subject staff on suitable materials and modifications for students with SEN

12. Lead aspects of whole school CPD to ensure teaching colleagues have the knowledge and skills to meet students’ additional and SEN needs through high quality differentiation, inspirational teaching strategies and directed and timely support.

**Quality of Learning**

• Ensure that students with SEN achieve good or better outcomes

• Identify and adopt the most effective teaching approaches for students with SEN and lead, advise and support both teaching and support staff in the delivery of the above

• Monitoring the provision and progress for students with special needs, promoting high expectations of all students

• Liaise with subject staff and relevant support staff regularly to evaluate progress of students with SEN

• Work with the specialist teacher in assessment of students with SEN

• Undertake the teaching of support lessons/courses specially designed for students with SEN

• Work in partnership with parents of students with SEN, including attendance at Parents’ Evenings.

• Liaise with and advise fellow teachers on SEN issues

• Ensure that the school SEN and Inclusion policy is enacted within the Curriculum areas

• Developing the use of new technologies to support effective learning for SEN students

* Keep abreast of national and local initiatives which may impact on policy and practice

**Other activities**

• Line management of the Learning Support Assistants

• Acting as a stage in the discipline and support structure for students, after the classroom teacher and the Year Leader where applicable

* Circulate information concerning students with SEN to relevant members of staff