

**GATEACRE SCHOOL**

# JOB DESCRIPTION

**TITLE OF POST:** SENCO

**GRADE OF POST:** Leadership Spine L5 – L9 £45,542 - £50,271

**ACCOUNTABLE TO:** Assistant Headteacher/Headteacher

**REPORTS TO:** Assistant Headteacher/Headteacher

**PURPOSE OF JOB:** To lead and maximise life and learning opportunities for SEND students at Gateacre School. Supporting learner outcomes, irrespective of age, ability or background to achieve their full potential academically and socially.

The post holder must, at all times, carry out his or her duties and responsibilities in accordance with the aims of the School and in such a manner as to enhance the good reputation of the School.

**Main Activities and Responsibilities:**

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document and Teacher.

1. To have the strategic overview of the School’s SEN policy and hold responsibility for the day to day practical implementation by all teaching and support staff.
2. To work with the Headteacher, Assistant Headteacher (Personal Development, Behaviour and Welfare) and the governing body to ensure the school’s responsibilities are met under the Equality Act (2010).
3. To be an outstanding and inspiring teacher within the classroom.
4. To lead informed provision for SEND learners, including those with Educational Health Care Plans, at Gateacre School through the SEND Code of Practice.
5. To provide and support a 21st Century learning experience which is fully inclusive, enabling all SEND learners to achieve strong progress and outcomes.
6. Professionally guide, inform and train all members of staff in their recognition and delivery of statutory responsibilities to pupils with SEND, through wave one high quality teaching methods.
7. Maintain and further develop existing systems for identifying, assessing and reviewing SEND learners.
8. To work with and report to Middle and Senior Leaders in maximising provision and updates for SEND learners. (Including advising SLT in the identification of resources and priorities for SEND delegated expenditure.)
9. Undertake the provision mapping of LSA’s and support interventions, to ensure all learners support needs are met.
10. To be a key point of contact for and meet with external agencies and learner stakeholders in coordinating, supporting and reporting provision for learners, (including education psychologists and health and social care professionals.
11. To lead on additional testing / screening, in supporting students accessing additional materials, including the co-ordination of examination provision.
12. To support and liaise with providers of transition stages for SEND learners, including KS2-3 and KS4-5, ensuring a smooth move to next phases of education.
13. Keep an accurate and informed Additional Needs Register, with clear entrance and exit criteria.
14. Interpret assessment data, reporting on SEND learner outcomes.
15. Ensure SEND administration is accurate and reflects the current picture of provision and need.
16. Positively communicate and promote SEND learners, providing clarity for teachers and in raising learners’ profile.
17. To be alert to the signs of abuse, and respond promptly in line with the Safeguarding and Child Protection Policy. This includes recognising signs of abuse – physical, emotional, sexual and neglect as well as Child Sexual Exploitation (CSE), Bullying including cyberbullying, Teenage relationship abuse, Extremism and Radicalisation including Prevent and Channel, Operation Encompass (Domestic Violence), Drugs, Fabricated or induced illness, Faith abuse, Forced Marriage (FM), Female Genital Mutilation (FGM), Gangs and youth violence and gender based violence, Mental Health, Private Fostering, Sexting, Trafficking, Children Missing Education.
18. To follow all school policies (available on the ‘P’ drive), in particular, those on Child Protection/Safeguarding and Health and Safety.

**Date of issue:** February 2020

GATEACRE SCHOOL

**Person Specification**

**SENCO**

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| **A. Qualifications for POST** | **Method of testing** |
| * Graduate with QTS
* Additional qualification in SEN
* Teacher of students with SpLD
 | Application |
| **B. Experience/Abilities/Skills** |  |
| 1. Experience of working with pupils with special needs and other key groups of children, (EAL, Looked After or those on the Child Protection Register).
2. Knowledge and understanding of innovative teaching approaches for students with additional educational needs
3. Experience of working with outside agencies.
4. Experience of delivering training to others.
5. Experience and understanding of issues of inclusion in a mainstream school.
6. Able to identify pupils’ needs and act upon them in order to raise standards.
7. Able to effectively manage pupils’ behaviour in a positive manner with consistent clear boundaries following the schools Behaviour Management Policy.
8. Evidence of development planning, monitoring and evaluating progress
9. Ability to interpret data relating to pupil performance and be able to translate this into successful teaching and learning strategies
10. Knowledge and understanding of the Special education needs and disability code of practice
11. Understanding of Every Child Matters
12. Able to administer SEN provision.
13. Experience of the IEP and Annual Review processes
14. Experience in planning and reviewing IEPs for students with additional needs
15. Ability to lead and manage a team of Learning Support Assistants
16. Able to guide staff in their support of pupils with identified additional needs.
17. Good communication skills and interpersonal skills – able to talk effectively to pupils, parents, carers, Governors, external professionals/agencies and colleagues.
18. Able to help the school raise standards of achievement.
19. Confident in use of ICT.
20. Able to establish an ethos conducive to promoting good relationships whilst maintain high standards of behaviour.
21. High professional standards
22. The ability to lead and manage change
23. The ability to inspire and motivate others
24. Ability to work under pressure and manage competing priorities
25. The ability to deliver high quality reports to a diverse range of stakeholders
26. Ability to work under pressure and manage competing priorities
27. The ability to deliver high quality reports to a diverse range of stakeholders
28. Excellent attendance/ punctuality record
 | ObservationApplication/Interview/References |