

SENCO

West Drayton Academy

Job Description

Reporting to	Director of Inclusion, Principal
Date evaluated	April 2021

Job Purpose

To lead, manage, develop and maintain high quality SEN provision which enables quality teaching, excellent learning outcomes and success for all children. To model effective teaching, to coach and train colleagues and to teach across the school. To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate.

Key Accountabilities

The following list is not intended to be exhaustive but indicates the range of duties and the level of responsibility involved.

Main Duties and Responsibilities

Strategic direction and development of SEN provision:

- Support all staff in understanding the needs of SEN children;
- Devise and promote plans to ensure the needs of children with SEN are met and that they are reflected in the school improvement plan;
- Regularly monitor progress against targets for children with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements;
- Analyse and interpret relevant school, local and national information relating to children with SEN and advise the Principal on the level of resources required to maximise achievement;
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for children with SEN;
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately;
- Ensure that children with SEN are enabled to share their views and that these are acted upon appropriately.

Teaching and learning:

- Support the identification of, and communicate the most effective teaching approaches for children with SEN;
- Collect and interpret specialist assessment data on SEN to ensure practice is up to date;
- Work with children, class teachers and key stage managers to ensure realistic and challenging expectations of children with SEN;
- Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of children with SEN.

Leading and managing staff:

- Achieve constructive working relationships and establish opportunities for the SENCo, support assistants and other teachers to review the needs, progress and targets of children with SEN;
- Provide regular information to Senior Leadership Team (SLT) and governors on the effectiveness of SEN provision and outcomes;
- Advise and contribute to all aspects of SEN training to ensure the professional development of staff.

General

- Maintain confidentiality in and outside the workplace;
- Support the implementation of academy policies;
- Promote the inclusion and acceptance of all pupils;
- Be aware of and understand safeguarding protocol and procedures and the importance of taking appropriate action;
- Attend and participate in meetings and training opportunities;
- Carry out any other reasonable tasks/duties as required by The Trust in accordance with the needs of The Trust.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation.

Confidentiality

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of The Park Federation Academy Trust or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

Data Protection

During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the Data Protection Act 2018.

Safeguarding

In accordance with the commitment of The Park Federation Academy Trust to follow and adhere to the Department for Education guidance entitled "Keeping Children Safe in Education", it is the individual's responsibility to promote and safeguard the welfare of children and young people in the Academy. A satisfactory DBS check is required for this post.

Person Specification

Criteria	Essential	Desirable
Experience & Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (or equivalent); • Extensive experience of working with SEN pupils in supporting their learning and addressing issues of behaviour, underperformance, poor self-esteem and social disadvantage. 	<ul style="list-style-type: none"> • Successful completion of the national SENCo Award.
Skills & Knowledge	<ul style="list-style-type: none"> • Ability to identify potential barriers to learning and then choose, implement and monitor appropriate strategies to overcome these barriers; • Can identify effective learning support for a pupil, by adapting planning provided by teachers, to suit individual pupil needs, as necessary; • Ability to take responsibility for organising their own work independently and in collaboration with colleagues and outside agencies; • Ability to work effectively with teaching staff and senior management; • Ability to engage with and relate to children, their families/carers from diverse ethnic, cultural and social backgrounds; • Knowledge and understanding of Primary national curriculum including EYFS KS1/KS2; • Knowledge of requirements for pupils with SEN including categories and levels which designate pupils specific needs; • Knowledge of current statutory requirements and government directives in relation to Special Education; • Secure in their understanding and fully supportive of the principles and aims of the school ethos. 	<ul style="list-style-type: none"> • Confident in the use of ICT and other learning resources which the school expects to be used to support pupils with SEN; • Conversant with school policies and systems in relation to Equal Opportunities, Inclusion, Special Needs and Behaviour.
Personal Qualities	<ul style="list-style-type: none"> • Suitability to work with children; • Warmth and enthusiasm; 	

	<ul style="list-style-type: none"> • Ability to listen and act on advice; • Good communication skills; • Commitment to equal opportunities; • Good organisational skills; • Initiative and flexibility; • Being able to deal calmly with difficulties; • Regularly reviews own performance; • Prepared to work flexibly (e.g. make early morning or evening visits or attend meetings outside normal office hours). 	
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