

JOB DESCRIPTION



SEN Inclusion Coordinator Leadership Scale L8-12

This role consists of two aspects, both of which focus on supporting and developing provision for students with SEND within the school. These two aspects are described separately below in the JD and are:

A: Horizon SEND role

B: Whole school SEND role

It is expected that applicants for the role hold a SENCO qualification. However, aspiring SENCOs can also apply for the position but salary scales would differ.

Generic expectations that apply to all teachers also form part of the job description and are listed at the end of this document.

The overall line manager for the SEN Inclusion Coordinator role is the SEN attached Leadership member.

A: Horizon SEN role

Direct line manager: Attached Leadership for SEN

Overview: To support with the SEND provision for Horizon students and all SEND aspects of their provision, liaising with senior leaders as needed.

1. Supporting with the strategic direction and development of the Horizon base through:

- Attending weekly Horizon Leadership meetings.
- Taking responsibility for aspects of the Horizon change/development programme.
- Co-ordination, management and development of the various procedures within the base in conjunction with the Horizon Leadership team and attached leadership member.
- Communicating with parents/carers as needed, and developing expectations of regular contact
- Developing the use of ICT to support learning programmes and to provide effective administrative procedures.
- Representing Horizon on various curriculum and pastoral groups and school events, attending meetings as required.
- Review and development of the operation and success of the SEND in Horizon with reference to individual students, making recommendations for future development and/or provision

2. Responsible for the development of effective SEND provision within Horizon through:

2.1 Development and monitoring of provision to meet student need

- To prepare for, and lead, Review Meetings for allocated students, liaise with students and parents to work collaboratively to set realistic and achievable targets and review these targets for impact.

- To participate in SOC (students of concern) and other progress review meetings with regard to allocated students to support identification of need and providing a range of strategies that can be implemented and monitored.
- To make referrals to relevant agencies and services, and liaise with external support services as required by the attached leadership member. .
- To interpret information obtained from various assessment procedures to develop and oversee Student Profiles, Management of Emotions, Behaviour Plans and Targets at a glance which contain appropriate strategies to support the student and ensure that this is communicated with the student, parent and key staff.
- To develop and oversee track-through records and systems which enable the routine analysis of school data including daily checks in classcharts, as well as any other data collected on progress towards academic and other progress, to monitor and evaluate impact of the interventions and modify as appropriate with regard to allocated students.
- To develop the integration/embedding of therapy themes into relevant lessons and activities, liaising as needed with therapists to arrange high quality training and input into the programmes
- To provide necessary internal examination information and liaise with the Examinations officer

2.2 Horizon Base programmes and enrichment activities:

- To be a tutor if required, and support in all relevant meetings as well as SOC (students of concern) meetings to ensure that strategies are kept updated, implemented and that both pastoral and academic programmes are linked to strategies
- To support with the development of aspects of Horizon's curriculum programme with particular reference to:
 - Curriculum for Life at KS4 working closely with the KS3 Leader and Horizon Leader to develop coherent, well-planned programmes that build sequentially upon skills. To support staff to deliver this programme by modelling best practice and providing guidance.
 - Pastoral and enrichment curriculum at KS4 including transition preparation in readiness for post 16 education
 - SEND intervention programmes available at key stage 4
- To use community links to enrich key stage provision.
- To support the attached leadership member in assessment and monitoring of the Horizon teaching, tutor and social curriculum programme through learning walks, student voice and other QA processes.

3. To support the Horizon Leadership team in leading and managing staff teaching within the base and any designated as support for Horizon by:

- .
- Inducting new staff effectively into the team.
- Ensuring that the leadership team are kept well informed of all relevant matters.
- Taking an active role in the day-to-day running of the Horizon base.
- Ensuring training for and also supporting Learning Support Assistants to ensure they are competent to deliver quality support and intervention in Horizon .
- Ensuring that there is a safe working and learning environment in which risks are properly assessed, including any student participation in extra-curricular activities.

4. Behaviour: To support the Horizon Leader in the management of student behaviour and to support students to control their emotions in Horizon by:

- Taking a lead role for Horizon students in all aspects of behaviour for learning including the management of emotions, and developing a culture of achievement and success, including the consistent use of rewards. Promoting student achievement for students within the allocated Horizon key stage and across the school e.g. rewards, newsletters, displays, assemblies etc.
- Promoting effective Horizon behaviour management and managing emotions strategies. This includes working with staff in the base to develop best practice and support them during this process as well as using the school referral processes for very serious incidents.

B: Whole school SEND role

Direct line manager: Attached Leadership for SEN

Overview: To work closely with the attached leadership for SEN to support a high standard of provision for learners with SEN across the school. This will include ensuring that staff, students and parents are informed about student SEN needs and appropriate strategies are implemented, communicated and reviewed for impact.

To oversee, and ensure completion of PEP (Personalised Education Plans), for Looked After Children, liaising with year teams as needed.

General SEND Duties:

- To meet regularly with line managers regarding SEN provision, taking the lead in specific initiatives as agreed as part of an overall school plan e.g. Preparation for Adult Life or transition to Post 16 education
- To be a source of reference and advice in the absence of the school SENCO, ensuring that the SENCO qualification you hold remains valid
- To take part in SENCO meetings in the LA and other relevant meetings, representing the school, as required by the Trust SENCO.
- To contribute to reports to governors and/or items for the website as requested
- To attend school events, as requested, to provide information or answer queries relating to SEN.
- To undertake duties to support the good order of the school and support students with SEND as required (outside your designated breaks or lunchtimes).

SEND identification and support:

- To work with the Trust SENCO and other leaders to take a particular responsibility for allocated students with regard to:
 - ensuring that robust transition arrangements are in place for new entrants that have SEND needs, and that support strategies are implemented and shared with relevant staff using Passports, Student Profiles and other relevant communications
 - implementing screening assessments and gathering data to inform the Assess, Plan, Do Review cycle
 - leading Review meetings, or other parent/TAC or LA meetings
 - liaising with external agencies including referrals for additional support e.g. to School Nurse, VPP, Social Services, CAMHS. Local Authority
 - ensuring the relevant record keeping in line with school procedures with regard to SEN matters, including the use of Provision Map software.
 - liaising with alternative educational providers to ensure they meet the SEN needs of students referred to them

- To take part in whole school quality assurance procedures e.g. observations, book scrutiny, markbook scrutiny, student feedback to assess the quality of SEN provision, and future development needs.
- To support line managers with quality assurance procedures within the SEN team to ensure the development and maintenance of high standards or support
- To participate in SOC (Students of Concern) meetings to support identification of need and provision of strategies that can be implemented and monitored
- To support the attached leadership with exam access procedures as required
- To support the attached leadership with the consultation process as required

SEN staff related matters:

- To work with your line managers to promote the SEN strategic direction across the school and support staff to employ good practice within the classroom.
- To provide staff training on SEN in addressing specific needs as required, and to contribute to the school's induction of new staff programme.
- To advise and support staff in development of SEN practice through support in lessons, discussion forums, sharing practice at meetings as required.
- To develop understanding amongst staff of learning and social communication needs and the relevant strategies
- To undertake performance management of members of the Learning Support team as requested and undertake daily line management where needed.
- To train and support the Learning Support Assistants in specific interventions or general strategies as required
- To use briefings and other meetings as requested by the Trust SENCO, to ensure that members of the learning support team are clear in their work, referring to the scheduled duties allocated.

CLA Children:

- To oversee the programme for Looked After Children, including advising year teams on PEP. targets, ensuring SEN Admin support PEP completion and that strategies within PEP are suitable for required outcomes.

All teaching staff are also expected to undertake the following duties:

- 1) To plan and deliver well-structured lessons in line with the school's curriculum and teaching schedule, setting goals that stretch and challenge students of all backgrounds, abilities and dispositions within a safe and stimulating environment and deploying support staff effectively
- 2) To support students to make the best possible progress through the use of a variety of teaching, learning and other support strategies, taking responsibility for their outcomes and planning teaching to build on prior knowledge and understanding.
- 3) To ensure that teaching is adapted to respond to the strengths and needs of all students, using differentiation to address their learning needs and overcome barriers, including those students that have SEND, are MAGT or Student Premium or have English as an Additional Language.
- 4) To assess and record students' achievements, to prepare reports and take part in parental/carer consultations. To use assessments to support students to reflect on what they have achieved, address

misunderstanding and inform future planning. To give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

- 5) To set homework and other out of class activities to consolidate and extend the knowledge and understanding students have acquired, checking completing and providing feedback as required
- 6) To set work on-line, deliver on-line lessons or use remote teaching for students who are not in the classroom, as required within the framework of directed time, and also within any school enforced closure period, giving feedback to students as requested.
- 7) To manage behaviour effectively to ensure a good and safe learning environment, implementing school policy and supporting this through clear and fair rules and routines for behaviour in classrooms with an emphasis on rewards and praise alongside any necessary sanctions.
- 8) To contribute to the design and provision of an engaging curriculum within the relevant subject area as part of the subject team and at a level proportionate to the responsibilities that you hold.
- 9) To participate in the Trust's Performance Management scheme, actively seeking to support your own development by undertaking in-service training to keep abreast of developments in national and school initiatives.
- 10) To contribute to the school's pastoral system (through the role of tutor and/or mentor) by promoting equal opportunities, British values and tolerance as part of your support for students' well-being.
- 11) To observe and implement current school policies and good practice, taking heed of guidance and requirements as laid down in your teams as well as in the staff handbook. In particular, to be aware of the need to avoid unsanctioned social media interactions with students.
- 12) To perform duties and attend meetings as reasonably required.
- 13) To act within, the statutory frameworks which set out your professional duties and responsibilities.
- 14) To carry out such particular duties as the Headteacher or CEO may reasonably direct from time to time, in accordance with the current Teachers' Pay and Conditions of Service Document.