



JOB DESCRIPTION | Special Educational Needs Coordinator (SENCO)

Reports to:	Senior Vice Principal
Salary Grade and Point:	MPS/UPS + SEN TLR

ROLE VISION AND PURPOSE

The Academy believes that all students should be supported to meet their full potential and achieve good or excellent progress whilst at the Academy.

The SENCO will be responsible for ensuring that provision meets individual student needs, and work to eradicate achievement and attainment gaps (where identified) for students with SEND.

To ensure that the achievement of SEND is in line or above National Standards.

To ensure that the Academy meets its target for students’ attainment and progress for students with SEND as indicated annually in the Academy’s Development Plan.

KEY ROLES AND RESPONSIBILITIES

- Working with colleagues to ensure that both academic and pastoral provision for students with SEND is excellent.
- All statutory requirements for the SENCO and the Academy in respect of students with SEND.
- Gaining the National Award for Special Educational Needs Coordination (as per statutory requirement for all SENCOs new to post).

SHARED RESPONSIBILITIES OF TEACHING AND LEARNING RESPONSIBILITY (TLR) POST HOLDERS

- To ensure that every child realises their full potential and does so within an environment that encourages them to grow into active young citizens.
- To provide learning and teaching of the highest quality within the Academy.
- To develop each individual based on their specific needs, talents and aspirations.
- To establish and maintain strong and mutually supportive partnerships with students, staff, parents and our wider learning community.
- To achieve our aims through a learning environment which is transformational, stimulating and challenging, and which celebrates the achievements of our students.
- To encourage students to take responsibility for their learning, behaviour and achievement and contribute to our learning community.
- To develop leaders in leading personalised SEND provision.
- To recognise that within our Academy, we must value all who contribute to it and maintain an ethos of high expectations and mutual respect.

STRATEGIC AND OPERATIONAL RESPONSIBILITIES

- Play a leading role in the Academy improvement planning process, taking account of the agreed priorities of the Academy.
- Be responsible for the SEND sections of all Academy documentation and lead on this area during inspection.

- Promote a whole Academy approach for SEND and lead the strategic planning of this in conjunction with the SLT and other appropriate staff.
- Develop and implement departmental and whole Academy policies, plans and practices which reflect the Academy's commitment to effective teaching and learning and high achievement for all.
- Use Academy, local and national data effectively to identify underachievement and inform policies, targets and teaching methods.
- Ensure the implementation of the SEND Code of Practice, taking specific responsibility for the annual review of statemented students and those with identified additional needs.
- Establish short-, medium- and long-term plans for development which identify realistic and challenging targets for improvement.
- Work effectively to manage and deploy teaching and support staff, financial and physical resources across the department and the Academy.
- Lead and manage the provision of special educational needs learning support, including the allocation of support time and the writing of teaching and learning profiles and Individual Learning Support Plans (ILSP).
- Work to a high standard in implementing agreed policies, priorities and expectations, modelling good practice for other colleagues
- Promote a culture of teamwork, in which the views of all members of the Academy community are valued and considered.
- Provide support for staff in developing their leadership skills.
- Contribute to regular reviews of the organisation of the Academy to ensure it meets statutory requirements.
- Develop action plans in specific areas of responsibility, to bring about improvements.
- Take responsibility for the performance management of identified staff.
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the students and value for money.
- Support the governing body in meeting its responsibility to account for the performance of the Academy including specific support to one of the governors' committees.
- Support staff in understanding their own accountability and develop approaches to its review and evaluation.
- Contribute to the reporting of the performance of the Academy to parents, carers, governors and other key partners as necessary.
- Ensure all SENCO responsibilities as directed by OAT policies are fulfilled.
- Any other duties as deemed reasonable by the Principal to meet the strategic and operational needs of the Academy.

MANAGEMENT INFORMATION

- To ensure the maintenance of accurate and up-to-date information concerning students on the management information system.
- To analyse and evaluate performance data related to areas of responsibility.
- To identify and take appropriate action on issues arising from data, systems, and reports, setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports within the quality assurance cycle.
- To produce reports on areas of responsibility as appropriate.
- To provide the Governing Body with relevant information within designated remit.

GOAL SETTING AND PROFESSIONAL DEVELOPMENT

Participating in the Academy's arrangements for goal setting as per the OAT Goal Setting Policy, professional development and the Academy's arrangements for quality assurance and internal verification.

GENERIC RESPONSIBILITIES

- To carry out all responsibilities regarding the Academy's Safeguarding policies and procedures.
- To comply with all Health & Safety at work requirements as laid down by the Academy.

- To undertake such other duties appropriate to the grade of the post as the Principal may from time to time reasonably determine.

FLEXIBILITY CLAUSE

Other duties and responsibilities, express and implied, which arise from the nature and character of the post within the Academy's (or section) mentioned above or in a comparable post in any of the Academy's other sections or departments.

VARIATION CLAUSE

This is a description of the job as it is constituted at the date shown. It is the practice of this Academy to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the appropriate manager in consultation with the postholder.

In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the Principal reserves the right to make changes to your job description following consultation.

CONTEXT

All staff are part of a whole Academy team. Everyone is required to support the values and ethos of the Academy and Academy priorities as defined in the Academy Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

Due to the nature of this job, it will be necessary for the appropriate level of Criminal Record Disclosure to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy.

This statement is in addition to, and an amplification of, the duties and responsibilities laid down in the National Teachers Conditions of Service.

PERSON SPECIFICATION | SENCO

	Essential	Desirable
Experience	<ul style="list-style-type: none"> • Minimum 3–4 years teaching experience • Proven track record of outstanding classroom practice • Experience working with pupils with a range of SEND • Experience of setting targets, monitoring, and evaluating progress • Experience of working collaboratively with staff and external agencies 	<ul style="list-style-type: none"> • Experience of contributing to whole School professional development • Leadership experience in SEND provision • Budget management experience • Experience training or mentoring other teachers • Familiarity with Access Arrangements and JCQ regulations
Skills and Abilities	<ul style="list-style-type: none"> • Ability to lead and inspire staff in SEND initiatives • Strong communication and interpersonal skills • Effective data analysis and record-keeping • Ability to plan and evaluate interventions • Excellent classroom management and teaching skills 	<ul style="list-style-type: none"> • Conflict resolution and negotiation skills • ICT proficiency, including assistive technologies • Strategic thinking and change management • Ability to present complex information clearly
Knowledge & Understanding	<ul style="list-style-type: none"> • In-depth knowledge of the SEND Code of Practice • Understanding of inclusive education and differentiation • Familiarity with safeguarding procedures • Knowledge of behaviour management strategies • Understanding of curriculum and pedagogical issues related to SEND 	<ul style="list-style-type: none"> • Knowledge of the statementing process and EHCPs • Understanding of gifted and talented provision • Awareness of government initiatives to raise achievement • Knowledge of EAL (English as an Additional Language) support
Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Degree with Honour • Holds or working towards the NASENCO or NPQ SEN qualification 	<ul style="list-style-type: none"> • Evidence of continuous professional development (CPD) in SEND • Postgraduate qualification in SEN
Personal Qualities	<ul style="list-style-type: none"> • Enthusiastic and determined • Flexible, sensitive, and tactful • Able to work under pressure and manage stress • Committed to equal opportunities and inclusion • Professional role model with high integrity • Willingness to attend training and regional meetings 	

Leadership Skills	<ul style="list-style-type: none">• Ability to articulate and share a vision of secondary education within the context of the academy.• Ability to inspire and motivate staff, students, parents and representatives to achieve the aims of the academy.• Inspirational and supportive leader.• Ability to motivate others.• Proven ability to prioritise and organise effectively.• Proven ability to work collaboratively and lead staff members.• Sound ICT skills.• Excellent communication skills.	
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