**SENCO**

SCHOOL NAME: Birley Spa Primary Academy

REPORTING TO: Head of School

**JOB DESCRIPTION**

**JOB PURPOSE:**

* To dynamically and actively promote the educational aims and ethos of the school and to develop the SEN provision of all its pupils.
* To support the SLT aims in all areas of SEN and Safeguarding within the school
* To deliver outstanding support to teachers and pupils to ensure that they learn effectively and make outstanding progress whatever their starting point maybe.
* Responsible for the effective implementation of My Plans and EHCP’s
* To provide high quality teaching as part of the main responsibility of the role
* To work collaboratively with the SENCO’s within the Sheffield LEAD Academies

**KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

**Teaching and Learning**

* Identify and adopt the most effective teaching approaches for pupils with SEND
* Support other teachers to monitor, evaluate and adjust teaching and learning activities to meet the needs of pupils with SEND allowing them to work independently
* Evaluate assessment data and discuss next steps with the SLT
* Set appropriately challenging targets for raising achievement among pupils with SEND
* Identify, assess, review collect and interpret SEND assessment data
* Enable early identification and intervention through assessment and observation
* Ensure the interventions within year group meet the needs of all pupils with SEND
* In collaboration with class teachers, keep parents informed (through structured conversations) about their child's progress at key and regular intervals throughout the year.
* Provide high quality teaching within own areas of teaching responsibility to whole school

**Training and Development**

* Deliver and share training and development opportunities within school
* Support and help induct new members of staff to specific areas of SEND, including Newly Qualified Teachers.
* Attend courses/meetings and evaluate and report back to the Head and other key staff on the essential issues.
* Ensure teachers know the strengths and targets for all SEND pupils and that they use the strategies within statements/EHC Plans and the recommendations within specialists’ reports, in their planning for pupils with SEND.
* Take an active role in organising special curriculum events, as agreed with the Headteacher.

**Leadership**

* Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND and ensure all school staff understand their roles and the changes under the SEND Code of Practice.
* Provide training opportunities for teaching assistants including HLTAs, teachers and other adults working with our pupils, to learn about particular aspects of SEND and effective teaching strategies.
* Organise and lead inset to assist teachers in providing early intervention for pupils with SEND through first quality practice.
* Help teachers with children with SEND and EHCPs to meet individual needs and ensure statutory paperwork and other preparation for meetings e.g. Multi Professional Planning Meetings are completed in good time and, where necessary send reviews to the appropriate agencies.
* Monitor the children with SEND to check that they are making expected progress or better throughout the school.
* Lead SEN reviews on pupil progress to provide challenge and support to improve their progress.
* Monitor the effectiveness of interventions delivered by teaching assistants/HLTAs and the impact they have on pupils when working with them in classes.
* Take responsibility for the Deployment of Support staff on a day to day basis
* Work with all staff to deliver, monitor and evaluate Evidence Based Intervention programmes that best meet the needs of individual children and groups.

**Standards and quality assurance**

* Support and promote the high aspirations, positive ethos and inclusive culture of the school to colleagues, parents, children and members of the wider community.
* Provide a key reference point in providing information and support for families of children with SEND
* Support and promote all school policies and procedures, particularly those relating to child protection and safeguarding, equality, health and safety, confidentiality, behaviour, data protection and supporting pupils with medical needs in particular.
* Liaise with the Head and SLT promptly following meetings regarding pupils and parents of the school and keep up to date records of any actions/outcomes from the meetings.
* Attend and participate fully in school events e.g. open evenings, parental workshops and pupil performances

**Student progress and achievement**

* To assist in identification of students at risk of underachieving in the specified subject and work with the SLT, to advise and lead on appropriate intervention strategies in order to raise attainment.
* To assist in the development of strategies to reduce student disaffection and increase inclusion and positive behaviour for colleagues new to the profession and the school.
* To be involved in monitoring the standards of teaching across the school through the triangulation of evidence from Data analysis, Work scrutiny and Lesson observations.
* Engage with strategies promoting the school with the local community and schools.
* To contribute to the delivery of effective staff professional development.
* To contribute to the creation of a calm learning environment and positive climate for learning.

**General duties and responsibilities**

* To carry out other duties as may be reasonably requested.
* To safeguard the welfare of children.
* To take an active role in own professional development in line with performance management objectives.
* To ensure confidentiality is maintained at all times.
* To work in accordance with all Academy procedures and policies, to adhere to the schools and Trusts professional code of conduct for staff and quality standards for all staff

**PERSON SPECIFICATION**

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| **Job Title:** | **Special Education Needs Coordinator (SENCO) with Teaching Responsibility** |
| **Reports to:** | **Head of School** |
| **Grade:** |  |

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|  | |  |  | **Assessed by:** | | |
| **No** | | **CATEGORIES** | **Essential/ Desirable** | **App**  **Form** | **Interview /Task** | |
| **QUALIFICATIONS** | | | | | | |
|  | | Qualified teacher status | **E** | ✓ |  | |
|  | | Willingness to undertake the National Award for SEN Co-ordination. | **E** | ✓ |  | |
|  | | Hold the National Award for SEN Co-ordination and/or other specialist qualifications | **D** | ✓ |  | |
| **EXPERIENCE** | | | | | | |
|  | Successful experience of teaching across all age ranges | | **E** | ✓ | | ✓ |
|  | An understanding of current initiatives that relate to our provision for children with SEND | | **E** | ✓ | | ✓ |
|  | Committed to providing excellent provision for all pupils and achieving high standards of pupil progress | | **E** | ✓ | | ✓ |
|  | Experience in leading in SEND, including identification of pupil needs, monitoring and evaluating pupil achievement | | **E** | ✓ | | ✓ |
|  | A teacher with a record of consistently successful classroom practice | | **E** | ✓ | | ✓ |
|  | Successful experience of teaching in more than one phase (Early Years/KS1/ KS2) | | **D** | ✓ | | ✓ |
|  | Experience as part of a leadership team | | **D** | ✓ | | ✓ |
|  | Ability to maintain good discipline and promote positive behaviours for learning | | **E** | ✓ | | ✓ |
|  | Experience in the effective use of a wide range of teaching methodologies. | | **E** | ✓ | | ✓ |
|  | Effectively analyse, prioritise and action plan | | **E** | ✓ | | ✓ |
| **KNOWLEDGE, SKILLS AND ABILITIES** | | | | | | |
|  | Ability to meet the National Professional Standards for Teachers | | **E** | ✓ | | ✓ |
|  | Ability to implement strategies for raising achievement for pupils with SEND. | | **E** | ✓ | | ✓ |
|  | Confidence, clarity and decisiveness in making and carrying out decisions | | **E** | ✓ | | ✓ |
|  | Ability to work cooperatively and collaboratively as a leader and team member | | **E** | ✓ | | ✓ |
|  | Excellent people skills; motivating, inspiring, and challenging adults | | **E** | ✓ | | ✓ |
|  | Knowledge and understanding of current and emerging curriculum and qualifications reform and innovation. | | **D** | ✓ | | ✓ |
|  | Listen to, reflect and act on feedback | | **E** | ✓ | | ✓ |
|  | Ability to safeguard the welfare of children. | | **E** | ✓ | | ✓ |
|  | Ability to demonstrate emotional intelligence and resilience in working with challenging behaviours. | | **E** | ✓ | | ✓ |
|  | Ability to be self-directed, motivated and work as part of a committed team of colleagues | | **E** | ✓ | | ✓ |
|  | Ability to organise and manage workload and meet deadlines | | **E** | ✓ | | ✓ |
|  | Ability to support the development of NQTs and Teacher trainees through coaching and mentoring | | **E** | ✓ | | ✓ |
|  | The ability to contribute to the delivery of professional development programmes | | **E** | ✓ | | ✓ |
|  | Ability to use data effectively to review performance, track achievement, plan interventions and ensure that every student achieves their best | | **E** | ✓ | | ✓ |
| **COMMITMENT** | | | | | | |
|  | A sound understanding of SEND Code of practice and its implications | | **E** | ✓ | | ✓ |
|  | A strong commitment to meet the learning and emotional needs of every child | | **E** | ✓ | | ✓ |
|  | A commitment to safeguarding and child protection | | **E** | ✓ | | ✓ |
|  | High expectations for self and others and a strong commitment to raising achievements | | **E** | ✓ | | ✓ |
|  | Evidence of a commitment to own professional development as an aspiring leader | | **E** | ✓ | | ✓ |
|  | Awareness and willingness to be involved in partnerships that support school and agencies | | **D** | ✓ | | ✓ |
|  | Willingness to become involved in all aspects of school life e.g. after school clubs / community | | **D** | ✓ | | ✓ |
|  | A commitment to community cohesion and social inclusion. | | **E** | ✓ | | ✓ |
|  | Ability to work sensitively with a variety of people. | | **E** | ✓ | | ✓ |
|  | Ability to promote the positive image of the school. | | **E** | ✓ | |  |