

SENCo – St Dominic's School

Salary Scale: Leadership Scale L1 – L10 : £43,356.00 - £53,885.00, according to experience

Working Pattern: Teachers' Pay & Conditions. Directed hours 32.5 hours per week, 08:30 – 16:00, Monday to Friday.

Job Description

General Purpose of Job:

- To report to the Senior Leadership Team (via the Vice Principal), contributing to the development and implementation of the strategic and operational SEN plans, projects and objectives.
- To have lead accountability for SEN policies and practices which reflect the School's commitment to high achievement for children and young adults with complex needs including learning difficulties and disabilities, social emotional and mental health needs and challenging behaviour.
- There is an expectation that the post holder will promote the ethos and values of the school and become a valued member of and contributor to the whole school community.

Key Accountabilities:

- Overall leadership of SEN policies and practices, including the management of EHCP's for pupils and students.
- To provide a clear vision and direction for the development of systems and processes designed to support Inclusion.
- Develop, implement, monitor and maintain SEN policies and practices which are consistent with national and school strategies and policies.
- Lead the SEN team to implement strategies for interventions for pupils and students and coordinate provision mapping.
- Establish short, medium and long-term plans for the development and resourcing of SEN. Monitor the progress made in achieving plans and targets, and evaluate the impact on teaching and learning.
- Ensuring that all education staff are appropriately trained, directed and supported to write and review EHCPs

Key Duties:

STRATEGIC DIRECTION AND DEVELOPMENT

- Lead on strategies for achieving improved outcomes for pupils/students and families.
- Make specific contributions towards school strategies and improvement plans including Common Assessment Framework and Information Sharing and Assessment Strategy.
- Prepare and present reports and briefing papers to the Senior Leadership Team and the Governing Body.

SEN

- To ensure that EHCPs are of high quality and reviewed at least annually.
- To lead and support cultural and organisational change in order to promote co-operation with partner agencies and organisations
- Ensure that all statutory responsibilities are met in relation to Special Educational Needs and excluded pupils educated other than at school, and ensure effective transition arrangements are in place for pupils with additional needs.
- Ensure effective engagement and consultation with Local Authorities with regard to statutory special educational needs legislation.

Curriculum responsibility

- To share good practice with the behaviour team to co-ordinate provision for pupils and students whose behaviour is challenging.
- Develop the range of interventions where required for pupils and students, in partnership with the Lead for Integrated Services / Pupil Pastoral Panel Coordinator.
- To work closely with the Admissions team to facilitate admissions and ensure that the pupil and student's EHCP is used to provide relevant information to identify and lead on the baseline and continuous assessment to ensure the curriculum provisions meet their needs.
- To assist teachers with information about individual pupil/student needs.
- To ensure that appropriate records are kept by teaching teams of individual pupils'/students' needs and the steps taken to meet them and that appropriate reviews are undertaken.
- To work with SLT regarding any pupils and students whose needs cannot be met by the school and gather evidence to support change of placement.
- To liaise with the school's Examinations Officer to ensure appropriate pupil and student support is in place with regard to reasonable adjustments and access arrangements.
- To lead on the allocation of resources for pupils and students who are eligible for premiums.
- To lead on 'Looked After' (LAC) pupils and students as one of the designated teachers.

Pupil Learning and Support

- To lead on the review pupils and students with EHCPs.
- To liaise with the Educational Psychologists, LA support teams, Inclusion Services, and any outside agencies working with pupils and students.
- To seek disapplication from the National Curriculum where assessment of a pupil/student's needs indicate that this would be beneficial for the pupil/student.
- To liaise with school care/ pastoral staff, tutors and families.

OTHER DUTIES

- Promote Equality and Diversity in all aspects of work.
- Co-operate with the promotion and maintenance of a safe and healthy working environment and take ownership of health and safety.
- Promote and consistently exemplify, both internally and externally, the values and behaviours of OHC&AT.
- Carry out all duties in accordance with OHC&AT's policies and procedures
- Carry out other such similar duties that may be reasonably required by the Principal and SLT.

This is not an exhaustive list of duties and responsibilities and the post holder may be required to undertake other duties that fall within the grade of the job, in discussion with the manager.

The content of this job description will be reviewed regularly in light of changing service requirements and any changes will be discussed with the post holder.

The post holder is expected to comply with all relevant Orchard Hill College Academy Trust policies, procedures and guidelines, including those relating to Equal Opportunities, Safeguarding Children and Vulnerable Adults, Health and Safety and Confidentiality of Information.

SENCo

Person Specification

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Criteria		
<i>Key - Essential = E, Desirable = D, Assessed by Interview – I, Assessed by Application Form = A Certificates = C</i>		
Qualifications and Training		
<ul style="list-style-type: none"> • Qualified Teacher • Evidence of regular ongoing professional development training • Educated to degree level or beyond • Qualification in SENCO 	E E D E	A A A A
Knowledge and Experience		
<ul style="list-style-type: none"> • Sound knowledge and understanding of working with pupils and young people with SEND • An understanding of multi-disciplinary working and how to provide a total package of care and education based on a child-centred approach • Proven management experience within an education or related health/ voluntary sector environment • Experience of success in the initiation and management of organizational change • Experience of managing pupils and students with additional/special needs in a school or LA context • Experience and understanding of local government and the legal, financial and political context of public and private sector management • Experience of managing the EHCP process • High quality teaching of pupils and students with SEN • Raising standards for pupils and students with SEN • Knowledge of relevant legislation – Children and Families Act 2014, SEN Code of Practice, Equality Act and how these apply to pupils and students with SEN and those without • Knowledge of current educational issues relating to inclusion, behaviour support and Education Welfare services 	E D E D D D E E E D D	A, I A, I A, I A, I A, I I, A, I, A, I, A, I, A, I,A,
Skills and Abilities		
<ul style="list-style-type: none"> • Good decision-making based on evidence • Good time management and organisation • Collaborative leadership skills 	E E E	I I I