

Job Title: SENCO

Salary: MPS/UPS

School: Harpenden Academy

Aim and main purpose of the job

To be responsible for: the education and welfare of children in accordance with national conditions of service; the quality of provision for pupils with additional learning needs; specific areas of agreed leadership within the school.

Where the SENCO also has some class teaching responsibility

The SENCO will:

- Be responsible for the quality of teaching and learning of all pupils who are assigned to the post-holder
- Guide and supervise the work of any support staff, including higher-level teaching assistants and support teachers, who are assigned to work with the post-holder's pupils
- Class teaching, group teaching and/or individual tuition (when appropriate within current post) including planning and preparation of lessons in line with good practice
- Ensure the setting and marking of work, assessment, reporting and recording are in accordance with school policies (when appropriate within current post)
- Participate in school meetings
- Establish effective working relationships

Teaching and Managing Pupil Learning

The SENCO will:

- Be able to teach across the full range of age and abilities,
- Act as a role model in leading support staff and teaching staff in their own high quality teaching and professionalism,
- Set expectations and targets for staff and students in relation to standards of achievement and the quality of teaching,
- Engage all staff in the creation, consistent implementation and improvement of schemes of work which encapsulate key school learning strategies,
- Lead curriculum development to ensure the delivery of an appropriate,

- comprehensive, high-quality and cost-effective curriculum programme,
- Review teaching and learning, monitoring the progress of all students including those requiring additional support or challenge to ensure students are engaged in their learning and achieve success.

Assessment and Self-Evaluation

The SENCO will:

- Provide leadership in Inclusion - which includes taking a lead in the provision of education for children with Special Educational Needs, all vulnerable groups and those who are most able
- Lead liaison with external agencies
- Lead and manage teaching assistants
- Support teachers and hold to account when necessary
- Contribute towards the development of the practice of colleagues and be supportive of them so that that expertise is shared
- Prepare documentation and communicate such in line with good practice
- Prepare funding bids in line with county requirements e.g. ENF applications
- Particularly the post-holder needs to carry out the specified duties detailed in the Government regulations known as the 'Education (Special Educational Needs Co-ordinator) (England) Regulations 2014' which came into force on 1st September 2014 and subsequent amendments to these whereby the Inclusion leader will either carry out or arrange for the carrying out of the following tasks:
 - (a) In relation to each of the registered pupils who the Inclusion leader considers may have special educational needs, informing a parent/carer of the pupil that this may be the case as soon as is reasonably practicable
 - (b) In relation to each of the registered pupils who have special educational needs:
 - i. Identifying the pupil's special educational needs
 - ii. Co-ordinating the making of special educational provision for the pupil, which meets those needs
 - iii. Monitoring the effectiveness of any special educational provision made for the pupil
 - iv. Securing relevant services for the pupil where necessary
 - v. Ensuring that records of the pupil's special educational needs and the special educational provision made to meet those needs are maintained and kept up to date
 - vi. Liaising with and providing information to a parent/carer of the pupil on a regular basis about that pupil's special educational needs and the special educational provision being made for those needs
 - vii. Ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's special educational needs and the special educational provision made to meet those needs is conveyed to the appropriate authority or (as the case may be) the proprietor of that school or institution
 - viii. Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
 - (c) Assisting in the selection of learning support assistants and leading on supervising and training learning support assistants who work with pupils with special educational needs
 - (d) Advising teachers and support staff at the school about differentiated teaching methods appropriate for individual pupils with special educational needs
 - (e) Contributing to in-service training for teachers and support staff

- (f) Preparing and reviewing the information required to be published by the school

Relationship with Parents and the Wider Community

The SENCO will:

- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about the curriculum, targets and attainment,
- Communicate effectively, both orally and in writing, with parents and Governors.

Managing Staff and Own Performance

The SENCO will:

- Prioritise and manage their own time effectively,
- Take responsibility for their own professional development to improve students' learning,
- Lead the learning of other staff members,
- Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against performance management objectives resulting in a tangible impact on student learning,
- Establish clear expectations and constructive relationships among staff including team working and mutual support: devolving responsibilities, delegating tasks and developing accountability,
- Ensure all staff understand and are actively implementing the key aspects of the school's behaviour management policies.

Managing Resources

The SENCO will:

- Oversee and evaluate the SENCO budget allocation to ensure the budget is spent in line with learning priorities and best value principles,
- Organise and co-ordinate the deployment of learning resources, and monitor their effectiveness.

Strategic Leadership

The SENCO will:

- Play an active part in the leadership of the school
- Undertake agreed areas of leadership
- Undertake the performance management of named support staff
- Develop effective liaison with the Governing Body
- Create a SENCO Development Plan which contributes positively to the achievements of the School Development Plan and which actively involves all teachers in its design and execution,
- Contribute to the development of whole school strategic planning and policies through membership of the School Improvement Groups.

Whilst every effort has been made to explain the accountabilities and responsibilities for this post, each individual task may not be identified.

This job description is current, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the post which are commensurate with the salary and job title.