**Job Description: SENCO**

**Reporting to:** Inclusion Lead

**Start date:**  ASAP

**Salary:** MPS/UPS + SEN Allowance

**The Role**

The successful candidate will join the leadership team, and hold responsibility for the coordination of SEN and Inclusion of all pupils. They will lead, develop and support effective practice of pupils with particular learning needs to ensure their needs are addressed in the most effective way and that they are able to make rapid progress in line with the academy’s expectations. Teaching responsibilities include both small targeted groups and whole class lessons. You will work to ensure provision for SEN is outstanding.

**Key Responsibilities**

* Strategic direction and development of SEN and EAL provision
* Monitor the impact of teaching and learning activities on the progress made by pupils with SEN
* To be responsible for monitoring provision for children with an EHC Plan, LAC, EAL, Pupil Premium, and liaise with staff and appropriate agencies
* Support the development of high achieving classrooms which support and foster the

achievement of pupils with additional learning needs

* Play a leading role in maintaining/establishing the whole Academy’s culture and ethos and providing strategies to support pupils with SEN and EAL to meet the Academy’s demanding expectations in the area of behaviour for learning
* Teach small groups and whole class to ensure the high achievement of all pupils across Key Stage 1 and Key Stage 2
* Develop TA’s to support all pupils and their needs

**Outcomes and Activities**

* Develop strategies to ensure early identification of pupils with additional needs
* Identify and adopt effective teaching approaches for pupils with special and additional needs
* Monitor teaching and learning activities, to meet the needs of all pupils
* Establish and disseminate strategies that support all staff in their work with pupils
* Identify the training needs of staff and organise/coordinate INSET and CPD
* Influence whole school teaching and learning policy to ensure aspects of inclusive teaching
* Create a climate for learning within teams and support the notion that all teachers are also learners
* Identify and lead support groups according to pupil needs, e.g. ASD’s, Speech and Language etc.
* Collect and interpret specialist assessment data gathered on pupils and use to inform practice
* Maintain regular and productive communication with parents
* Ensure statutory responsibilities for SEN Statements, EHC plans, and their Annual Reviews

**Teaching and Learning**

* Role model excellent teaching practice
* Plan and prepare effective sessions
* Teach engaging and effective lessons that motivate, inspire and improve pupil attainment
* Use regular assessments to monitor progress and set targets
* Respond accordingly to the results of such monitoring
* Ensure that all pupils are at or above national expectations (in cases where pupils are severely below, they make accelerated progress towards these levels)

**Academy Culture**

* Support the academies values and ethos by contributing to the development and implementation of policies, practices and procedures
* Help create a strong academy community, characterised by consistent, orderly behaviour and caring, respectful relationships
* Help develop a culture and ethos that is utterly committed to achievement
* To be active in issues of student welfare and support
* Support and work in collaboration with colleagues and other professionals in and beyond the school, covering lessons and providing other support as required.

**Other**

* Undertake and, when required, deliver or be part of the appraisal system and relevant training and professional development
* Undertake other various responsibilities as directed by the line manager or Principal.

**Person Specification: SENCO**

**Qualification Criteria**

* Qualified to degree level and above
* Qualified to teach and work in the UK
* SEN qualification

**Experience**

* Previous experience of managing SEN provision
* Experience of raising attainment of all pupils in a challenging classroom environment
* Experience of reflecting on and improving teaching practice to increase student achievement
* Evidence of continually improving teaching and learning

**Knowledge**

* Up to date knowledge of the primary curriculum and assessment approaches
* Understanding of the SEN Code of Practice
* Understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour.

**Behaviours**

**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 new SEND Code of Practice.
* Provide training opportunities for colleagues including TAs, teachers and other adults working with our pupils, to learn about particular aspects of SEND and effective teaching strategies.
* Organise and lead CPD 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 provision for 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 and the impact they have on pupils when working with them in classes.
* Develop productive partnerships with outside agencies and identify needs across the school for commissioning support.

**Teaching and Learning**

* Identify and adopt the most effective teaching approaches for pupils with SEND
* Ensure the most effective use of school resources, including people resources, to support pupils with SEND
* Monitor, evaluate and adjust teaching and learning activities to meet the needs of pupils with SEND
* Identify and teach the basic skills that will develop pupils' ability to work independently
* Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND
* Meet individual pupils needs, including SEND & Looked After Children (PEPs)
* Evaluate assessment data, and support teachers in the writing of individual education plans.

**Other desirable training and skills**

* National Award for SEN Coordination
* Previous experience as a SENCO
* An awareness and training in Safeguarding and Child Protection

Other

* Commitment to equality of opportunity and the safeguarding and welfare of all pupils
* Willingness to undertake training
* This post is subject to an enhanced DBS disclosure.

*Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.*

*Ark requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar you from employment - this will depend upon the nature of the offence(s) and when they occurred. To read more about Ark’s safer recruitment process, please click this* [*link*](https://arkschools.sharepoint.com/%3Ab%3A/g/ArkNetCentral/hr/EcXQDSjo9UpCpgk8lDWMN0sBVG6GBUTVWVXp9c5KkW-tog?e=bfdlES)*.*