



Job Description and Person Specification

Position: Special Educational Needs Co-ordinator (SENCO)

Location: Leigh Academy Blackheath

Job Purpose: To work closely with the Senior Management and colleagues in the strategic development of the Academy's Special Educational Needs (SEN) policy and oversee the day-to-day operation of that policy with the aim of raising SEN student achievement.

Areas of Responsibility and Key Tasks

a) Strategic Direction and Development of SEN Provision in the Academy (with the support of, and under the direction of the leadership team)

- exercise a key role in assisting the senior leadership team and governors with the strategic development of SEN policy / provision
- to work with, and line manage, the deputy SENCO and wider SEND team to ensure the provision meets the needs of the pupils
- support all staff in understanding the needs of SEN student and ensure the objectives to develop SEN are reflected in the school development plan
- monitor progress of objectives and targets for students with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
- analyse and interpret relevant school, local and national data and advise the senior leadership team on the level of resources required to maximise achievement
- liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision

b) Teaching & Learning

- support the identification of and disseminate the most effective teaching approaches for students with SEN
- work with the senior leadership team and staff to develop effective ways of bridging barriers to learning through:
 - assessment of needs
 - monitoring of teaching quality and student achievement
 - target setting, including IEPs
 - developing a recording system for progress
- collect and interpret specialist assessment data to inform practice
- undertake day-to-day co-ordination of SEN students' provisions through close liaison with staff, parents and external agencies
- work with the senior leadership team, teachers, key stage co-ordinators and pastoral staff to ensure all students learning is of equal importance and that there are realistic expectations of students
- consider the range of teaching strategies / equipment that could be utilised for students at School Action Plus.

c) Leading and Managing

- provide professional guidance to staff to secure good teaching for SEN students, through both written guidance and meetings

- advise on and contribute to the professional development of staff, including whole Academy INSET provision
- provide regular information to the senior leadership team and governing body on the evaluation of SEN provision

d) Effective deployment of staff and resources

- advise the senior leadership team and governing body of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency
- maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of Academy and SEN policies

e) Other professional requirements

- Co-ordinate all Annual Reviews and attend / chair when necessary

Person Specification

Attributes	Essential Criteria	Desirable
Training and Qualifications	<ul style="list-style-type: none"> ● A graduate in a relevant discipline ● To hold a teaching qualification that is recognised by the DfE ● To have evidence of continuing and recent professional development relevant to the post 	<ul style="list-style-type: none"> ● National SENCO Award or willing to complete training ● Evidence of ASD qualification/s
Experience	<ul style="list-style-type: none"> ● As SENCO/supporting children with special educational needs ● Effective working with a variety of stakeholders ● Monitoring and identifying areas for improvement ● Leading, motivating and developing practice ● Effective use of assessment and analysis of SEND children's progress in raising standards ● Teaching experience across the secondary range having taught at all levels of ability to at least a good standard 	<ul style="list-style-type: none"> ● Experience as SENCO in more than one school ● Working effectively with students with ASD
Professional knowledge, skills and understanding	<ul style="list-style-type: none"> ● Previous experience of effective SEND development and pupils based learning ● Thorough and up to date knowledge of SEND code of practice and SEND issues ● Proven Management and SENCO skills to support inclusion teaching and learning ● Ability to produce accurate work to tight deadlines under pressure ● Ability to communicate clearly in writing and orally a variety of audiences ● Ability to be able to deal sensitively with pastoral issues relating to staff and students ● Extensive ICT skills that reflect the impact of technology on today's classrooms 	<ul style="list-style-type: none"> ● Experience of managing successful change
Personal Qualities and Abilities	<ul style="list-style-type: none"> ● An enthusiastic, confident and able communicator with excellent interpersonal skills ● An effective organiser who can get the most from all types of resources through their development and deployment ● A positive and resilient individual with drive, initiative, vision and commitment to improve standards in the school ● Can lead, motivate and inspire others including teachers, parents and governors ● Commitment to inclusion and raising standards for all 	<ul style="list-style-type: none"> ● Able to demonstrate strong leadership and management skills

Management	<ul style="list-style-type: none">● Ability to analyse and evaluate data on students● Ensure appropriate curriculum provision for all students across the Department● Ability to establish credibility with colleagues, students and parents	
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