



NEWHAVEN SCHOOL
SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO) – NEST PROVISION
Job Description & Personal Specification

SALARY: MPS/UPS (Inner London) + SEN 1 + potential TLR for proven experience or additional strategic responsibilities.

HOURS OF WORK: Teacher contractual hours

CONTRACT: Permanent

Purpose of Role

- To provide strategic leadership of the provision for students with special educational needs (SEN) in order to ensure that these students make excellent progress in academic attainment, emotional regulation, develop social communication and meet their sensory needs.
- To lead improvement in skills such as social communication, organisation and confidence in conjunction with the Senior Leadership Team, Head of NEST and Pastoral Team.
- To lead, monitor and evaluate the development of learning and teaching strategies for students
- To ensure that staff are provided with relevant information and training relating to the support of these students
- To lead on raising standards across all four areas of SEND and achievement in all year groups and ability profiles
- To ensure that paperwork relating to SEN meets statutory requirements
- To develop and maintain appropriate relationships with parents and with relevant external organisations
- To take a full role within the school community as a Senior Middle leader, including maintaining and modelling high professional standards

Main Accountabilities

- To ensure there is a strategic plan to meet all SEND needs, specifically bridging the gap between a student's medical/mental health requirements and their educational provision
- In collaboration with the Senior Leadership Team, Head of NEST and Pastoral Team, to develop the integration of the SEN policy within the everyday functioning of NEST, with a specific focus on Trauma-Informed Practice and Emotional Regulation.
- To deliver the SEN policy across the school
- To Monitor and evaluate the quality of teaching and the impact of internal and external therapeutic interventions (such as ELSA, counselling, or CBT-informed strategies) within the NEST.
- To lead and manage the time of a team of professionals to ensure they are effectively deployed and monitor impact
- To ensure that the Head of NEST, Senior Leadership Team and Management Committee are informed about current good practice and legislation relating to SEN and inclusion, and that policies and practices relating to SEN are up to date
- To read on the development and implementation of inclusive practice throughout the campus and liaise with teachers across the campus, including delivering appropriate training when necessary

- To maintain an accurate SEN register and provision map to ensure that provision meets the needs of students and statutory provision at all times, including overseeing the identification and review of students with SEN
- To ensure that Education and Health Care Plans (EHCPs) and other relevant documentation relating to students with SEN are regularly reviewed with students, parents and other agencies and recommendations made are implemented according to statutory guidelines
- To ensure that exam access arrangements for students with SEN are carried out and implemented
- To monitor, analyse and report on assessment information and examination results to ensure that they make excellent progress
- To lead and manage assessments and interventions relating to literacy, numeracy, emotional regulation, behaviour and mental health
- Alongside the Head of NEST and Pastoral Team, to lead and manage the transition of students from prior schools into Newhaven, back into mainstream or other school environments
- To work alongside colleagues in the borough to support successful transition to Mainstream, or other provisions

Liaison

- Leadership Team and Management Committee
- Teaching Staff (Newhaven and beyond)
- Learning Support Staff
- Pastoral Staff
- Subject Leaders
- Students
- Parents
- Local Education Authority representatives
- External agencies

Main Duties and Core Accountabilities

Learning and Teaching

- To plan and prepare lessons, teach pupils as assigned, including the setting and marking of work
- To teach consistently high quality lessons as highlighted in the Teaching Standards
- To assess, record and report on the progress and attainment of students
- To apply specialist methods of teaching a range of SEND students and to participate in arrangements for further training
- To monitor (eg through observations) learning and teaching and lead appropriate intervention and training where required
- To manage effective deployment of classroom support
- To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to behaviour and expectation of meeting each student's needs
- To contribute towards reviewing, developing and refining schemes of work for departments taught in to extend and improve current resources
- To update professional knowledge and expertise as appropriate to keep up to date with developments in good practice for a range of SEND students

- To help prepare students for public examinations and to participate in all necessary routines associated with them, whether authorised by the school or the examination boards.

Recording and Assessment

- To monitor and evaluate student progress and provide assessment and feedback to students in line with whole school and department policy
- To organise and evaluate the tracking of student progress, in a variety of ways including observation and student and parent input, and use information to inform learning and teaching
- To provide or contribute to oral or written assessments, reports and references as required for individual students.

Leadership

- To support the development and implementation of the vision and strategic direction of the school reflecting its educational and moral aspirations and values
- To provide strategic leadership of provision for students across the campus
- To lead the process of monitoring and evaluation of SEN in line with agreed school policies and procedures, including evaluation against quality standards and performance criteria, and to seek/implement modification and improvement where required
- To pay due regard to the school's equality policy and its application
- To promote the general progress and well-being of individual pupils and staff, provide guidance and advice as necessary
- To model empathy, integrity and professionalism

Pastoral Care

- To work closely with the Pastoral Team to keep up to date with daily concerns as appropriate
- To develop positive relationships with students and their parent/carers
- To promote the well-being of individual students in both informal and formal ways
- To identify and celebrate student attainment and achievement in all aspects of school life
- To attend meetings as appropriate
- To monitor Home Learning, ensuring that it contributes to student achievement
- To attend parent/carer evenings, information evenings and other events which the parents / carers are attending

Safeguarding

- To be keenly aware of the responsibility for safeguarding children and to help lead the application of the Safeguarding and Safe Practices policy within the school, including being keenly aware of the particular ways in which students with SEND/mental health difficulties are vulnerable
- Alongside SLT, Head of NEST and the Pastoral Team to contribute to the provision guidance on safeguarding and safe practices
- To comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons
- To liaise with outside agencies as appropriate, including convening and attending meetings, and disseminating key information

Other duties and responsibilities

- To play a full part in the life of the school community, to support its distinctive mission and ethos, particularly regarding Trauma Informed Practice, and to encourage staff and students to follow this example
- To contribute to the review of School policies as appropriate

- To provide support for student's emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour policy and demonstrating high expectations of work and behaviour
- To manage own record keeping, with the SEN administrator, with respect to individual students' development, progress and attainment as appropriate
- To participate in agreed schemes of teacher appraisal, to include all aspects of in-service training
- To comply with school policies and procedures with regard to Health and Safety, equal opportunities, race equality, conduct and dress
- To attend training as and when necessary
- To undertake any other duties as may be reasonably required by the Head Teacher

Line Management

- Shared management/supervisory responsibility for other identified staff in conjunction with the Head of NEST
- Duties will include induction, deployment, training, mentoring and performance development/management
- Whilst every effort has been made to explain the main duties and accountabilities of the post, each individual task undertaken may not be identified.
- This Job Description is current at the date shown but following consultation with you, may be changed by Leadership to reflect or anticipate changes in the Job which are commensurate with the salary and Job Title.

Person Specification

Previous Experience	Essential	Desirable
Varied and successful secondary experience across a range of learning needs	✓	
Understanding of examination concessions and assessments processes		✓
Experience of leading aspects of learning support or leading a Learning Support department	✓	
Leadership experience within a department or across the school		✓
Strong professional development record	✓	
An outstanding classroom practitioner across the age and ability range	✓	
Evidence of leadership and management qualities showing the ability to both be a successful team leader and member	✓	
Evidence of experience in safeguarding	✓	
Proven excellence in managing student conduct	✓	
Evidence of contributing to management of performance issues and creating opportunities to develop others		✓
Experience of developing and sustaining positive relationships with parents, staff and students to establish ethos, consensus and capacity	✓	
Qualifications and Training		
Good Honours Degree or equivalent	✓	
Professional teaching qualification	✓	
National Award in SEN Co-ordination (must be prepared to undertake within timeframe)		✓
INSET relevant to current developments in Learning Support and leading/developing Learning Support teams		✓
Evidence of further advanced study – or willing to do so	✓	
Skills/Abilities/Knowledge		

Expertise in understanding the needs of a range of SEN students, or willing to undertake further study	✓	
Experience in understanding the needs of students with mental health difficulties, or willing to learn	✓	
A proven ability to design monitor and evaluate classroom provision based on the identified learning needs of individual students	✓	
Knowledge of Statutory requirements linked to the ECHP process together with knowledge of the different categories of need, or the willingness to undertake training to meet this	✓	
Best practice in the use of assessments/screening to identify SEN needs		✓
Learning and differentiation strategies that support the development of student understanding in the context of a range of different SEN needs	✓	
The characteristics of outstanding teaching for different areas of need and the main strategies for improving and sustaining high standards of teaching for SEN and other students	✓	
Intervention strategies to support student achievement for SEN students	✓	
Ability to create positive working relationships with external agencies	✓	
Use evidence (including data systems from a variety of sources) to inform expectations, set targets for improvement and strengthen teaching/support learning approaches	✓	
A proven ability to work sensitively and effectively with colleagues in helping them to improve their everyday classroom practice	✓	
Excellent written and oral communication	✓	
Good team player/builder with the ability to set aspirational standards, provide professional direction and develop high performing teams	✓	
Ability to prioritise, plan, organise, work under pressure and meet deadlines	✓	
Empathy with young people of all levels and backgrounds	✓	
Creative and imaginative	✓	
Ability to think and act strategically with adaptability and flexibility	✓	
Analytical skills; able to reserve complex issues effectively	✓	
Skills/Abilities/Knowledge (cont)	E	D
Ability to inspire confidence in others	✓	
Commitment to valuing and respecting all members of the school community	✓	
Have enthusiasm and a desire to progress		
Lead and motivate staff to work towards common goals, supporting a team 'can do' ethos	✓	
Sensitivity to and empathy with the needs of others	✓	
Reliability, integrity and the ability to foster an efficient, positive, happy school atmosphere	✓	
Resilience and the ability to manage stress levels	✓	
Maintain professionally detached and balanced judgements quickly whilst working in stressful circumstances	✓	
Ability to maintain a perspective which keeps as a priority the best interests of all students	✓	
A commitment to aspire to excellence both personally and as a member of a team	✓	
Commitment to equal opportunities	✓	
Ability to empower others to take ideas forward	✓	

Newhaven is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. All appointments will be subject to a satisfactory Enhanced with Barred List check through the Disclosure & Barring Service (DBS) plus additional pre-employment checks. [Amendments may be made to this job description following consultation between the Headteacher and the Post holder if the needs of the School change. Staff are appointed to Newhaven as a whole and may be required to transfer across sites as service demand necessitates.