

SENCO

Job Description

Post	SENCO
Grade	TLR1A
Responsible to	Director of SEN
Responsible for	Leading excellence in curriculum provision and standards of achievement for students across inclusion provisions.
Working hours	As indicated by STPCD

Everyone at Plumstead Manor works to fulfil our **School Plan**. All teachers must fulfil the **DfE Teacher Standards** at all times and, where appropriate, the **UPR standards**. All contracts are subject to the terms and conditions as set out in the latest **School Teachers' Pay and Conditions Document**.

Purpose: Under the direction of the Director of SEN

1. To champion inclusion and high expectations for SEN children throughout the school especially those placed in the school's onsite alternative provision as the Special Educational Needs Coordinator (SENCO)
2. Lead the provision of education for specific groups of children so that they might achieve beyond expectations.
3. To ensure that children with SEN are fully included in the life of the school, including extra- curricular activities.
4. To develop collaboration between the school, the child and home to encourage and promote learning and social development
5. To promote a positive ethos within the Inclusion Team and among parents.
6. To ensure that all statutory requirements are fully and efficiently met for students with Special Educational Needs working closely with the Director of SEN.
7. Play a leading role in cultivating a school ethos founded on promoting excellence through our values of pride, ambition, respect and team.
8. Make sure that young people of all abilities and backgrounds fulfil their potential.
9. Engage all young people in interesting and engaging learning.
10. Contribute to developing effective partnerships with outside organisations and agencies which positively influence the provision in the school and its reputation and 'brand' within the wider community.

11. Promote a positive ethos across the school based on the school vision of excellence for all in a diverse community, based on the core values of Pride, Ambition, Respect and Togetherness.

Teachers with TLR or Leadership posts at any level must demonstrate these **11 Qualities of Leadership**.

We expect that members of our community who have leadership roles should

1. Show vision, conviction and authority and lead by example.
2. Build a team through a clever combination of dynamism, sensitivity, innovating, communicating, managing, monitoring, evaluating, praising and supporting staff.
3. Understand what needs to be done, do it right, and on time.
4. Be very, very organised.
5. Fulfil a role in whole school leadership by positively upholding our procedures and Plan
6. Know your subject and keep up-to-date.
7. Lead learning by demonstrating high quality work with excellent outcomes.
8. Develop colleagues through encouragement, performance management and providing opportunities.
9. Support young people by maintaining good discipline and helping them meet high targets.
10. Work with others by building good links with KS2, other schools, FE and HE.
11. Reflect critically and rigorously on their own work, and the work of others.

The purpose of these qualities is to provide us with a common foundation on which our authority as leaders stems, but also to which we are accountable. Some of them are very hard and we will have to ensure we support and develop leaders at all levels of the school in meeting these expectations.

Raising Aspirations, Securing Success

1. Play a leading role in the implementation and realisation of the School Plan setting the highest possible expectations in all aspects of school life.
2. Promote a culture of high expectations, including the active participation of students in challenging learning.
3. Lead the identification and assessment of students who are placed in the school's on site alternative provision developing a clear procedure for profiling and tracking students.
4. Lead the design and implementation of a tailored curriculum provision combined with a range of interventions and bespoke support packages, personalised to individual needs across Key Stages 3 and 4.
5. Oversee the tiered support at all levels, which culminates in an immersion and withdrawal model and involves the engagement of outside provision and agencies.

6. Ensure all staff work towards challenging targets.
7. Make leading contribution to the strategic development of the school's SEN policy and provision through a combination of clear assessment and identification of student need, combined with a deep professional knowledge of how best to meet the needs of SEN students.
8. Use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of students.
9. Initiate and, where appropriate, organise curricular, extra-curricular and educational enhancement activities for SEN students.
10. Monitor and analyse data about the academic progress, pastoral welfare and personal development of students on the record of need and identify areas for attention or intervention.

Challenge and Creativity

11. To consistently be a good or outstanding teacher.
12. Oversee and monitor the school's SEN Policy, the school's offer and the local offer for students with specific learning difficulties and needs.
13. Establish and implement a variety of systems and processes which provide good information gathering about the quality of teaching and learning for SEN students and those who present with challenging behaviour about their prior learning, progress and achievements.
14. Develop effective whole school strategies for overcoming barriers to learning through: assessment of needs; monitoring of teaching quality and student achievement; target setting; diagnose and monitor student needs through Student Profile; oversee the tracking of student progress especially those who have been placed in the school's alternative provision
15. Ensure that all staff follow the agreed support strategies for SEN students.
16. Support all staff in understanding the needs of SEN students and coordinate regular professional development for them in how to meet the needs of different groups of students.
17. Monitor the quality of teaching within the school's alternative provision, Learning Support Department, DSP and in the Inclusion Curriculum, analysing trends in student progress and evaluate the effects of any improvement strategies.
18. Performance manage teaching and support staff within the Learning Support Department and DSP.

Cultivating Harmony and Respect

19. Oversee the leadership and deployment of the teaching and support assistant team.

20. Develop and implement policies and practices which reflect the school's commitment to excellence and social justice, to success and harmony, by maximising expectations and aspirations for students with special educational needs.
21. Lead provision for transition for SEN children, working closely with the Head of Transition in Y6-7 and the KSLs for KS3 and KS4 and to ensure that children on the Student Support lists are well supported when leaving Plumstead Manor.
22. Coordinate the liaison with outside agencies and other schools/colleges in meeting the needs and facilitating the progression of SEN children to the next phase of their education and training.
23. Oversee self-evaluation and development planning within the Learning Support Department.
24. Regularly review the progress towards the targets set in the departmental development plan and provide regular progress updates to the SLT link to ensure that they are fully aware of all successes, issues and concerns.
25. Work effectively with parents and carers to support students, including in the development of positive behaviour for learning.
26. Develop innovative and sustainable ways of working with parents and to support SEN staff in dealing with challenging parents.
27. Maintain efficient and effective management of learning resources, by developing or identifying new resources including ICT applications suitable to meet the needs of our students.
28. Evaluate the views of students, parents and stakeholders and act on recommendations where appropriate.
29. Lead departmental meetings, and energetically implement agreed decisions and developments.
30. Ensure that school policies and practices are implemented consistently and maximise expectations and aspirations for all.
31. Develop departmental policy and procedure consistent with school approaches and operating procedures.
32. Oversee the induction of new staff in the school's alternative provision.
33. Manage school finances and resources properly, including deploying staff to the school's suite of graduated interventions and support mechanisms.
34. Carry out on-call and break duties and contribute to the daily management of the school.
35. Ensure the guidance of Children Act are fulfilled including any supplementary Safeguarding and Child Protection guidance in line with school policies and procedures, including the PREVENT duty.
36. Complete any additional responsibilities commensurate with the level of this job description, as required by the Head Teacher.

SENCO

Person Specification

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All teachers at Plumstead Manor are bound by the School Vision and Plan, and the shared expectations in the job description. This person specification shows what we require in order to be shortlisted for a post here. It shows the qualifications, experience, knowledge, understanding, qualities and attributes needed in order to carry out the duties in the job description. Candidates must provide evidence in the application form and supporting statement and at interview that they meet these requirements.

Selection Criteria

Training Qualifications and Experience	Candidates must demonstrate that they have: • a good degree and evidence of further study • QTS • evidence of sustained professional development; • The National Award for SENCOs or a willingness to undertake and complete it within at least 3 years' experience in teaching in a secondary school.
Personal, Professional Qualities and Attributes	Candidates must demonstrate that they are able to: • show vision, conviction and authority and lead by example. • build a team through a clever combination of dynamism, sensitivity, innovating, communicating, managing, monitoring, evaluating, praising and supporting staff. • understand what needs to be done, do it right, and on time. • be very, very organised.

	• fulfil a role in whole school leadership by positively upholding our procedures and Plan • know your subject and keep up-to-date. • lead learning by demonstrating high quality work with excellent outcomes. • develop colleagues through encouragement, performance management and providing opportunities. • support young people by maintaining good discipline and helping them meet high targets. • work with others by building good links with KS2, other schools, FE and HE. • Reflect critically and rigorously on their own work, and the work of others.
Professional Knowledge and Understanding	Candidates should also have • a deep understanding of strategies that most effectively meet the needs of learners with Special Educational Needs. • an informed understanding of strategies to improve student progress and performance, including high standards in behaviour for learning. • an understanding of the requirements of the current Ofsted framework. • experience of leading curriculum development with clear evidence of positive impact on raising standards and realising high expectations. • a high level of data management, analysis and target setting skills. • adept skills in information management. • excellent communication skills. • ability to use evidence-based information for improving outcomes for students.
Personal, Professional Qualities and Attributes	Candidates should demonstrate that they • can support the Head Teacher in fulfilling the School Vision and Plan. • have the ability to work in partnership with other members of a team. • through personal commitment, contribute to maintaining and developing our ethos based around excellence, justice, success and harmony. • can communicate clearly and precisely. • have the critical intelligence to assess and judge the value of educational fashion.

	• inspire, motivate and empower staff and students. • can work collaboratively with others, delegating appropriately; • seek and act on feedback from others. • communicate effectively with, and command the confidence and respect of students, parents, colleagues and governors; • have a track record of excellence as a teacher. • have resilience and tenacity, combined with a high level of integrity.
Professional Knowledge and Understanding	Candidates should demonstrate that they know • a deep knowledge of the needs and barriers that exist for students who are disaffected or disengaged, and present themselves as vulnerable for a range of reasons. • current educational issues, including national policies, priorities and legislation; • effective strategies for maintaining and developing high standards of attainment, behaviour and attendance; • best pedagogical practice in teaching students who are disaffected or disengaged, and present themselves as vulnerable for a range of reasons. • current trends in curriculum change and development and in qualifications which maximise expectations but are also suitable for the full range of needs at Plumstead Manor School. • principles and practice of educational inclusion, diversity and access.