**Job Description**

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| **Job title** | Key Stage 3 SENDCo (including Year 6 -7 Transition) |
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| **Salary Scale** | TLR 1b (£11,406) + SEN allowance (£2,539 to £5,009 dependent on experience) |
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| **Responsible to** | Deputy Headteacher Student Support and Inclusion |
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| **Purpose of Role** | * To develop and lead on outstanding teaching and learning for students with Special Educational Needs. (SEN) * To evaluate the quality of teaching and support for students with SEN and lead on staff development for SEN education. * To raise the achievement of students with Special Educational Needs to ensure they meet or exceed their targets and make significant progress. * To promote the inclusion of all students and their families within the school community * To work alongside the Ks4/5 SENDCo and ARP SENDCo in leading and managing the Learning Support department, appraising effectiveness in raising achievement and improving the quality of teaching and learning. * To work in accordance with the school’s strategic priorities (and those delegated from time to time), mission statement, departmental and school policies to raise student achievement |
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In addition to carrying out the duties of a School Teacher as set out in the School Teachers Pay & Conditions Document, the SENDCo at Elthorne Park High School will have these responsibilities:

**Duties and Responsibilities**

**Coordination of Special Educational Needs**

* Lead on the implementation of the school’s SEN Policy in line with the Code of Practice and current legislation and monitor its implementation within Key Stage 3.
* To work alongside the Ks4/5 SENDCo and ARP SENDCo in to ensure the Special Educational Needs of students within Key Stage 3 are assessed and shared with relevant staff.
* To work with senior leaders on the identification and registration of students’ Special Educational Needs, ensuring that SEN records and SEN provision are maintained and meet statutory requirements.
* To lead on organisation and management of interventions for SEN students within Key Stage 3.
* To develop excellent communication and collaborate with subject leaders, pastoral leaders and SLT to meet students’ needs.
* To liaise with parent/carers over provision for their children and have oversight of planning and review meetings.
* Raise awareness and understanding of SEN strategies across the school to enable teachers to be more effective in teaching students on the SEN register.
* To work alongside the Ky Stage 4 and 5 SENDCo to develop school SEN policies and handbooks.
* To lead on the appraisal of SEN staff and other staff delegated by SLT.
* Ensure effective and timely communication/consultation, as appropriate, with Governors, SLT, teaching staff, support agencies and the parents of students.
* Represent the school’s views and interests as relevant meetings.
* To work with the Key Stage 3 Lead to lead on the transition of Year 6-7 EHCP and K SEN Support.
* To lead on the High School Transfer EHCP Consultation with the Local Authority.

**Achievement and Assessment**

* To manage screening, referral and diagnostic systems to ensure that students who may need specific interventions are identified and their needs assessed.
* Actively monitor and follow up progress. Monitor and evaluate data to identify trends in performance and issues for development as part of the school’s self-evaluation and development planning processes.
* Identify, update and take appropriate action, on issues arising from data, systems, policies and reports.
* Produce and analyse reports on SEN student performance, including the use of progress and attainment data, behaviour, attendance and achievement.
* Assess and support SEN admissions and assessments, disseminating information to all stakeholders
* Work closely with subject leaders to have a detailed knowledge of the subject intervention strategies and the development and progression of students with SEN

**Teaching, Learning and the Curriculum**

* To promote challenging, purposeful, enjoyable and appropriately scaffolded lessons and support throughout the curriculum.
* Work alongside Assistant Headteacher for Teaching and Learning to ensure that teaching approaches and resources promote access and progression for all students.
* Liaise with the Deputy Headteacher for Inclusion to plan, deliver and monitor effective transition at all Key Stages
* To monitor the implementation of provision, the development of associated resources, and assessment of student progress. To take appropriate action when monitoring identifies unsatisfactory teaching and learning.
* To ensure access and inclusion of students to the school’s curriculum, facilities and enrichment activities.
* Audit the resources available in school for SEN, advise curriculum area specialists of appropriate resources and put forward bids for such resources that are felt necessary for the school.
* Co-ordinate and continually improve teaching and learning in the learning support department through the collective development of resources, curriculum and intervention planning
* Work closely with subject coordinators to have a detailed knowledge of the subject intervention strategies and the development and progression of students with SEN

**General**

* To carry out related duties in relation to whole school pastoral policies to ensure the safety and well-being of students.
* To attend relevant pastoral and curriculum meetings to ensure that staff are aware of the needs of students.
* To undertake a share in general supervisory duties in accordance with the school’s organisation of duty rosters.
* To attend relevant parental events to ensure that staff are aware of the needs of students.

This job description is not necessarily a comprehensive definition of the post. It may from time to time, be subject to modification or amendment in consultation with the holder of the post and other relevant parties.

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**Selection Criteria / Person Specification**

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|  | **Essential** | **Desirable** |
| **Qualifications** | Qualified Teacher status. | Evidence of continuous INSET with particular reference to Special Educational Needs (SEN).  NASENCO Qualification or the ability to complete qualification |
| **Experience** | - Teaching at KS3 and 4  - Qualified teacher with at least four years experience  - Evidence of middle leadership within a school setting  - Evidence of continuing professional development  - Evidence of work with colleagues to support students with SEN  - Experience of leading a team of on a curriculum or pastoral initiative  - Experience of setting targets and monitoring, evaluating and recording progress | Experience of budget management  - Experience of training other teachers  Experience of working alongside other teachers in the development of teaching and learning |
| **Knowledge and Understanding** | - Strategies for meeting SEN in a mixed ability class situation  - The SEN Code of Practice and its practical application  - Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills  - Good understanding of factors promoting effective transfer of learners from one phase of education to the next  - Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress | - Using comparative information about attainment  - The funding support mechanism for SEN (core, notional and top -up)  - The roles and responsibilities of educational psychologists and of learning and behaviour support services  - An understanding of the broader secondary and primary context and Government initiatives to raise achievement  - Good understanding of the principles behind project management including planning, monitoring, review and evaluation progress  - |
| **Skills** | - Be able to empathise with the difficulties of SEN pupils in accepting the curriculum  - Be able to present clearly to a wide range of audiences  - Make consistent judgements based on careful analysis of available evidence  - Excellent classroom practitioner  - Good communication skills, both written and oral  - Confident in the use of information and communication technology.  - Good organisation skills |  |
| **Personal Characteristics** | - Willingness to share expertise, skills and knowledge  - Sensitivity to the aspirations, needs and self esteem of others  - Commitment to team working  - Willingness to address challenging issues with clarity of purpose and diplomacy  - Willingness to embrace evidence based practice, wider reading etc. | Preparedness to attend national and regional venues for meetings and training sessions, which may involve overnight stays and occasional work in the evenings, at weekends or in school holidays.  Preparedness to work on Results day in the summer. |