

JOB DESCRIPTION

Special Education Needs Co-ordinator (SENCo)

Reporting to:	Headteacher
Salary:	£47,064 - £50,416 per annum (TCES Salary Band 4.03 – unqualified) £54,060 - £56,710 per annum (TCES Salary Band 3.01 – Qualified)
Location:	North West London Independent School (W3)
Contract and hours:	Permanent, Term Time Only

Job Purpose

Work with the Headteacher to deliver strategic development of the school's Special Educational Needs (SEN) provision and hold oversight of the day-to-day operation with the aim of supporting all pupils to reach their full potential.

Work collaboratively with the clinical and inclusion team to develop appropriate strategies on a whole school, class and individual basis, ensuring that the right resources are in place to deliver the interventions identified on individual Education, Health and Care Plans (EHCP).

Main duties and responsibilities

To coordinate and oversee all annual reviews and chair meetings as appropriate ensuring that all relevant agencies connected to a pupil are invited to attend and hold a pupil centred review.

To ensure that staff have an understanding of all pupils' EHCPs and Individual Education and Behaviour Plans and that the school carries out its statutory responsibilities and is in compliance with legal processes.

With the support of the Pastoral Care Coordinators, collate and interpret individual pupil data and use this to inform interventions for individual learners.

Ensure that the views of pupils are shared in the annual review meetings, that the meetings are pupil-facing and that pupils attend the meeting wherever possible, together with their parent/carer.

To ensure that young people attending their annual review meetings are given the opportunity to have a voice through the provision of a suitable advocate or by whatever means is necessary.

Ensure that future pathways are clearly defined and discussed at all annual review meetings and monitor progress towards targets for all groups of pupils.

Develop and coordinate interventions that support learning, utilising appropriate tools and strategies.

Alongside the Deputy Headteacher, arrange Pupil Support Meetings that are strengths based and develop and review support strategies for individual young people / groups based on individual need.

Analyse and interpret relevant school data within the context of local and national data.

Provide support and advice on Post 16 placements for all pupils from year 9 upwards in order to create clear pathways.

To assist with case management of a selection of pupils.

Identify and disseminate the most effective teaching approaches to bridge barriers to learning through:

- Overseeing the assessment of learning needs, production of baseline assessments and individual target setting.
- Collecting and interpreting specialist assessment data to inform practice.
- Keeping an up-to-date provision map, reviewed regularly, that ensures that all groups of learners are receiving appropriate interventions to support them in reaching their full potential.
- Monitor teaching quality and pupil achievement.
- Keeping accurate and up to date records.

Ensure that families of pupils who are entitled to Pupil Premium are assisted to apply to for it; that Pupil Premium Grant (PPG) money is spent on appropriate resources to support individual progress and that its impact is monitored and recorded.

To monitor attendance through the inclusion team and to ensure that the attendance toolkit is being used effectively, developing strategies for school engagement.

To ensure access arrangements are assessed in a timely way; that appropriate support is in place for individual learners and to monitor exam submissions.

Provide professional guidance and coaching to teaching staff on how to provide differentiated learning for all pupils.

Identify school staff training needs, in relation to knowledge, understanding and skills needed to successfully support pupils with Special Educational Needs and Disabilities (SEND), and to recognise those with undiagnosed needs, in line with the SEN Code of Practice, and support in co-ordinating external training.

You will be expected to travel and meet with Central Services teams in Wimbledon or across the group sites for meetings related to Business and Finance, Management Development, Referrals, Marketing, HR and training etc. as required.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and qualifications

Qualified Teacher Status (QTS), QTLS or equivalent.

National Award for SEN Coordination or willing to complete.

Knowledge and experience

Experience of liaising with SEN Teams in Local Authorities.

Experience of coordinating pupil centred annual reviews and providing timely reports.

Experience of supporting neurodiverse children or with ASC and/or SEMH and an understanding of potential implications for communication, learning and behaviour patterns.

Demonstrable experience of raising outcomes for pupils with neuro-diverse needs whilst promoting a culture of inclusion.

Working knowledge of Safeguarding & Child Protection Procedures, the National Curriculum, Key Stage requirements and Code of Practice for SEND.

Recent proven experience as an outstanding teacher, supporting and coaching Teaching Assistants and Teachers.

Skills and ability

Be able to offer a calm response to children with ASC and SEMH and always promote de-escalation and emotional regulation.

Prioritise workload effectively; organised with attention to detail.

Collaborate and work creatively, interpreting the SEN Code of Practice to support pupils.

Excellent verbal and written communication with experience of writing and keeping effective records and reports for a range of audiences, using proficient IT skills.

Able to support pupils in forming and sustaining effective relationships.

Able to promote and celebrate diversity and equal opportunities.

Promote excellent practice and reflect upon own practice, aware of new developments in practice and policy that effect the role.

Resilient, committed and a hard worker - able to keep going in the face of adversity and never giving up.

Other

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES Values.

D= Desirable

October 2022