



Ackworth School

Job Title	SENCO / Head of Learning Support
Date	June 2019
Department	Academic
Reports to	Deputy Head Pastoral / Assistant Deputy Head
Responsible for	The strategic development of the school's Special Educational Needs and Disability (SEND) provision and oversight of the day-to-day operation of that policy with the aim of raising SEND pupil achievement.

Purpose of the Role

Provide high quality strategic leadership to ensure that all SEND learners across the school make substantial and sustained progress from their different starting points.

Provide strong and effective leadership to the Learning Support Mentors, who contribute to the department, ensuring that high quality, consistent learning takes place.

Give guidance to all teaching staff in order to provide strategies to ensure that pupils with SEND are not disadvantaged in their learning and have the same chances to make progress. Ensure all information that teaching staff require is clear, up to date and concise.

Departmental Information

The Learning Support department is a separate function within the main school. The facilities provide for small group and one to one working.

The SENCO is supported by a number of Learning Support Mentors (dependent on pupil requirements) and works in conjunction with an SEND teacher in Coram House.



Ackworth School

Main tasks and responsibilities

Strategic Leadership

Support the Head and other Senior Management (SMT) in providing a clear vision and direction for the development of systems and processes designed to support Inclusion across the whole school working towards effectively ensuring that all pupils achieve success.

To monitor interpretation of the SEND policy and ensure that SEND Code of Practice is implemented and embedded across the school

Deliver CPD opportunities to colleagues on SEND, developing and sharing strategies to support pupils with SEND in the classroom

As Special Educational Needs Co-ordinator, promote inclusion throughout the school and ensure consistency.

Lead the development of good practice for inclusion across the entire school by effective communication, monitoring, evaluation and review (MER) of all matters relating to SEND.

Provide direction and guidance to the SEND lead teacher in the Junior school to ensure accountability in approach.

Work collaboratively with the Pastoral and Achievement Leaders to ensure early intervention and recognition of needs with appropriate assessments and support plans completed with strategies shared with teaching staff.

Work collaboratively with the Head of the Autism Resource.

Work independently with a clear vision for the core responsibility of leading the teaching of pupils with SEND within school. Respond efficiently and effectively to concerns raised by teaching colleagues to ensure early intervention and identification of needs.

Operational role

Ensure that the needs of individual pupils are met through a broad, balanced, relevant and differentiated curriculum by ensuring that teaching staff have the necessary guidance to deliver this by sharing teaching methods and differentiated resources, including support plans with specific information relating to individual pupils.



Ackworth School

Update the SEND register as and when required and at least termly to include specific information relating to each student with specific dates linked to when concerns were raised, assessments and Early Support Plan, IEP's/ One Page Profile/ My Support Plans were implemented and review dates.

Develop systems to record and effectively share key information relating to all pupils on the SEND Register

Assist staff in the development and implementation of targets for individual pupils on Individual Education Plans (IEPs), Early Support Plans, One Page Profiles and My Support Plans.

Produce specific Early Support Plans, IEP's and Profiles within a specified timeframe to ensure teaching staff are aware of barriers to learning and strategies to support. Ensure these are shared with parents and staff, reviewed and updated. Ensure these include succinct information needed to underpin learning and through review, lead to a graduated response.

Consult with external professionals where appropriate to ensure assessments, reports and interventions are completed to secure the identification and support of learning needs.

Work with colleagues to produce detailed plans/programmes to meet the needs of individual pupils and targeted groups of pupils

Set up and use systems for identifying, assessing, tracking and reviewing student needs to review progress and plan next steps.

To liaise with feeder schools to aid transition of pupils with SEND, gathering key information and sharing this with senior school teaching staff and SMT.

Monitor actively and respond immediately to curriculum developments related to Inclusion and SEND.

Arrange, attend and prepare materials, where appropriate, for annual and/or termly review meetings

Ensure that parents are consulted and informed about their child's progress at all times in all aspects of learning support both within and beyond the classroom.

Ensure that the voice of parents and children is included in any assessment.

Develop strategies and programmes to support and improve home learning.



Ackworth School

Attend all parents' evenings throughout the year and ensure you meet with parents of children with SEND.

Liaise with Pastoral and Achievement Leaders in the care and support of pupils who may require additional pastoral care at some time in their school life (e.g. bereavement, separation, mental health, sickness) identifying the appropriate systems of support with identified key workers, members of staff who will ensure effective MER of such support.

Hold responsibility for the school's access arrangements for pupils with SEND so that they receive appropriate support during mock and public exams. Ensure this is completed accurately and updated with the Exams Secretary.

Keep abreast of JCQ regulations for examination access arrangements

Identify pupils who qualify for access arrangements and liaise with appropriate authorities to confirm and carry out these arrangements (Form 8).

Teach individual and small groups from Y7 to Y13 for dyslexia and learning support where required.

Staffing, Resources and Accommodation

Line manage, organise and monitor Learning Support Mentors (LSMs) in the senior school to ensure that they provide effective and appropriate support for pupils and teachers.

Lead and manage the professional development process for all LSMs.

Manage the SEND Budget and make recommendations for new resources to enhance the support of pupils on the SEND Register both in terms of technology and suitable materials.

Ensure effective and appropriate use of the learning support area creating a safe and supportive environment for vulnerable learners with displays to enhance learning and progress.

Communication

Meet regularly with SMT to update and share information relating to current and emerging concerns.



Ackworth School

Work with parents to ensure the best possible outcomes for pupils developing an open and collaborative approach where their voice and the voice of the student is heard.

Liaise with Pastoral and Achievement Leaders and staff in the Autism Resource concerning the progress and well-being of pupils with SEND.

Liaise with other schools and outside agencies to ensure the best possible outcomes for pupils.

Liaise effectively with junior schools to ensure needs of new pupils are met.

Attend and contribute to appropriate senior management and committee meetings where required.

Attend meetings with external agencies to support progress and well-being of pupils

Person Specification

Educational Attainment

Good honours degree in any relevant academic subject.

Post graduate qualification in SEND such as SpLD, PGCert NASENCo

Essential Experience and Knowledge

Working with SEND pupils across the age range from 11–18.

Qualified teacher with at least four years' experience in the primary or secondary sector.

Evidence of continuing professional development.

Detailed knowledge of Special Educational Needs including:

Desirable Experience and Knowledge

Working with SEND pupils where English is not their first language.

Dyslexia qualification – Level 5 and above (desirable)

Access Arrangements Assessor – Level 7/CPT3A (desirable).

Using comparative information about attainment.

The roles and responsibilities of



Ackworth School

<p>SPLD,MLD,SLD,SLCN,SEMH and ASD.</p> <p>Experience of training other teachers.</p> <p>Experience of working alongside other teachers in the development of strategies to enhance learning.</p> <p>Experience of setting targets and monitoring, evaluating and recording progress.</p> <p>Experience of working independently and strategically to ensure clarity of communication and effective planning to secure outcomes and required next steps.</p> <p>Evidence of experience showing you can respond quickly and appropriately to support learning needs.</p> <p>The SEND Code of Practice and its practical application.</p> <p>The EHCP process and the evidence needed.</p> <p>Evidence of effective collaboration with external agencies to identify, assess and support emerging needs.</p> <p>Behaviour management techniques for groups and individuals.</p> <p>Good understanding of factors promoting effective transfer of learners from one phase of education to the next.</p>	<p>Educational Psychologists, Speech Language Communication and Interaction Access support teams and of extended learning and behaviour support services.</p> <p>Developing pupil support plans / one page profiles</p> <p>Good understanding of the principles behind project management including planning, monitoring, evaluation and reviewing progress</p>
<p>Required Skills</p>	



Ackworth School

Resilient – able to stand up for SEND, challenge colleagues, champion excellence.

Ability to think strategically and have awareness of your own development needs.

Able to work collaboratively.

Ability to relate well to pupils with SEND across the full range – nursery to sixth form (where required).

Excellent communication skills to liaise with colleagues, governors, parents and outside agencies.

Competent ICT skills – able to maintain database, SEND register, pupil profiles, as well as making effective use of ICT in teaching and learning.

Excellent organisational and administrative skills.

Good lesson planning with multi-sensory teaching skills.

Able to model effective practice and coach and mentor colleagues.

Core Competences

Head of Department teacher competences.

Ackworth School is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment.

This job description is not intended to be an exhaustive list and in order to meet the changing demands of the school, and to meet with wider statutory requirements, it may be subject to review at any time.