

## **Location:**

Fenlake Business Center, Peterborough PE1

## **Full job description:**

TIME ALLOWANCE: 0.6 (2days)

SALARY: £30,000-£41,335 Pro rata

ACCOUNTABLE TO: Head of School and Director of Learning and Development

KEY RELATIONSHIPS: Liaising with all members of the Senior Leadership Team, other

Curriculum Leaders, all curriculum area teachers, relevant support staff and parents/ carers

APPRAISAL AND PAY: The post holder will be subject to the school's annual performance appraisal process.

MAIN PURPOSE OF POST: The SENCO role is critical to the ensuring the strategic development of the school in developing into a centre of educational excellence and determine the strategic development of special educational needs (SEN) policy and provision in the school

### **KEY TASKS AND RESPONSIBILITIES:**

- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual students with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- To provide high quality leadership in your role as SENCO.
- To work with other SENCOs across the organisation to share good practice and develop strategic plans.
- To support staff to ensure the consistent delivery of quality first teaching.
- To support staff to ensure students attain, achieve and progress at all key stages.
- To analyse a wide range of internal and nationally benchmarked data sets in order to contribute to strategic target setting, develop a range of intervention programmes and track and monitor student performance (exam results; internal assessments etc...)
- To identify possible student underperformance at the earliest opportunity and ensure that action is taken in order to minimise the risk of students falling behind.
- To develop a range of strategies in order to improve the performance of student sub-groups as determined by a range of internal and national data sets.
- To contribute to the development of SMSC wherever possible.
- To be a collaborative, strategic and supportive member of the middle leadership team, playing an important role in the progress of the school in its development as an innovative, high performing, and emotionally intelligent learning community that has 'every student has the right to learn, grow and achieve' at the heart of everything it does.
- To contribute to the development and consistent implementation of school policies and practices that promote high achievement, attainment and inclusion through effective teaching and learning.
- Identify training needs for staff and how to meet these needs

- To play a key role in creating an environment within which students and staff develop and maintain positive attitudes towards each other, their environment, their community and their teaching and learning experiences.
- Facilitate opportunities for staff to work collaboratively.
- To keep SLT and other relevant colleagues advised as appropriate concerning SEN needs and EHCPs.
- Hold regular meetings according to agreed schedules with agendas and minutes circulated and to promote collaborative working across the school and organisation.
- To use national, local and School data effectively to monitor, evaluate and analyse student progress; planning and implementing effective intervention to support all students to achieve highly, to develop self-esteem and to inform school policies and practices, expectation, and teaching methodologies.
- To contribute to the School Development Plan and the annual cycle of related documentation as required by the Senior Leadership Team.
- To communicate clearly and effectively with all stakeholders including parents and carers, Governors, secondary schools and colleges, business and community partners, and the wider community as appropriate, all in line with the school's strategic objectives.
- To work in partnership with educational organisations, other relevant schools, and agencies in order to learn more about the ways that other institutions are successfully effecting change and transformation.
- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Share procedural information, such as the school's SEN policy.
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for students with SEN or a disability.
- Have a strategic overview of provision for students with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for students with SEN or a disability.
- Make sure the SEN policy is put into practice and its objectives are reflected in the school development plan.
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective.
- Maintain an accurate SEND register and provision map.
- Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEN support
- Be aware of the provision in the local offer.
- Work with other schools, educational psychologists, health and social care professionals and other external agencies.
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyze assessment data for students with SEN or a disability.
- Implement and lead intervention groups for students with SEN, and evaluate their effectiveness.
- Identify a student's SEN needs and work with other professionals to support this process.
- Co-ordinate provision that meets the student's needs, and monitor its effectiveness.

- Secure relevant services for the student.
- Ensure records are maintained and kept up to date.
- Organise and prepare paperwork for annual reviews.
- Review the education, health and care plan (EHCP) as part of the annual review process with parents/carers, student, local authority and other professionals.
- Ensure all annual review paperwork is completed within the statutory timeframe.
- Communicate regularly with parents/carers.
- Ensure the organisation adheres to the SEND Code of Practice.
- Ensure if the student transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the student.
- Promote the student's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Work with the designated teacher for looked-after children (LAC), where a looked-after student has SEN or a disability.

#### CAREER AND PROFESSIONAL EXPERTISE DEVELOPMENT:

- To pursue personal and professional development opportunities to meet the changing demands of the role.
- To engage in cross-school events and strategies in order to foster greater awareness of whole school strategic planning.
- To take part in relevant Leadership Development programmes where possible in order to develop expertise and plan for future promotion.

#### OTHER DUTIES:

- To carry out a share of supervisory duties.
- To participate in the school performance management arrangements as appropriate.
- To adhere to published school policies and procedures.
- To attend regular meetings with the allocated line manager.
- To undertake such other duties, training and/or hours of work as may well be required by SLT within a reasonable workload and which are consistent with the role of SENCO.

#### SAFEGUARDING:

The postholder will be required to:

- Submit an Enhanced Disclosure and Barring Check (DBS).
- Complete Child Protection Training. Promote and safeguard the welfare of all children and young person's they are responsible for, or come into contact with.

Job Type:  
Part-time

Pay:  
£30,000.00-£41,335.00 per year

Schedule:

- Monday to Friday

Work Location:

In person

Expected start date:

02/09/2024