

Job Description

Post Title: Executive SENCO

Department: Ebor Gardens and Victoria Primary Academies

Reporting to: Executive Principal/Heads of School

Salary within the range: Scale Point – L5-9

This appointment is subject to the current conditions of employment contained in the School Teachers' Pay and Conditions Document, the Current Education Act, the required standards for Qualified Teacher Status, other current educational legislation and the requirements of Wellspring Academy Trust.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

You will be part of the wider Senior Leadership of the school and will:

- Support the Head of School, the Executive Principal and the Trust in developing the academy and shaping year on year growth and development;
- Share responsibility for planning and developing school procedures, and ensure implementation of relevant policies and procedures;
- Act as coach and mentor in order to develop the skills and knowledge of students and staff. You will support the supervision of teaching and support staff in relation to the conditions of service.
- Act in a professional manner when dealing with all pupils, parents, and colleagues. You will maintain good staff morale throughout the school and support the Heads of School and the Executive Principal in maintaining and developing the good name of the schools at all times, both internally and externally.
- Ensure a proactive approach to maintaining high levels of professionalism and furthering your professional development by keeping abreast of current developments, attending training, reading relevant publications and disseminating information to colleagues as appropriate.
- Support the Head of School, the Executive Principal and the Trust in developing positive working relationships with and between all staff and provide and sustain motivation; ensure effective communication and help promote the high morale of all staff through high positive regard and mutual respect for all within the context of equal opportunity.

Main purpose

The SENCO, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Support the vision, ethos and policies of the school and promote high levels of achievement, creating and maintaining a school climate that is supportive of staff, pupils and parents;
- Support all staff in achieving the priorities and targets which the school sets for itself, and to provide them with support and guidance in implementing schemes of work; support the Executive Principal and Head of School in

the day to day monitoring of the quality of teaching and children's achievement, including the analysis of performance data;

Duties and responsibilities

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the schools, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the academy development plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Share the responsibility with the Executive Principal and Head of School in establishing a positive behaviour policy throughout the school, promoting the good behaviour of all pupils working with colleagues, parents and the community

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer and support families in accessing the right information and support
- Work with early years providers, 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
- Analyse assessment data for pupils with SEN or a disability and support school staff in planning for next steps within the classroom
- Implement intervention groups for pupils with SEN; train and support colleagues in their implementation and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil'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, where a looked-after pupil has SEN or a disability

Leadership and management

- 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
- Prepare and review information the governing body is required to publish
- Contribute to the academy development plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff

- 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 pupils with SEN or a disability
- Review staff performance on an ongoing basis

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Executive Principal/Heads of School.

The Wellspring Academy Trust, Governing Body and wider community – to:

- be responsible for inclusion in its widest sense developing our extended schools provision, working with parents and the community and liaising with other local schools and organisations.
- support and assist the continued promotion of positive, effective relationships between the school/parents/Governors/community/localities.
- continue to maintain links with the LA, other schools and other outside agencies as appropriate alongside the Executive Principal, Head of School, CEO and other Trust members.

Standard Duties in all Trust Job Description

- Show a commitment to diversity, equal opportunities and anti-discriminatory practices
- Show a commitment to ensuring that children and young people learn in a safe environment
- Participate in relevant and appropriate training and development as required.

Method of Working

The Wellspring Academy Trust expects all staff to work effectively and co-operatively as part of a team, delivering high quality support. This requires dealing with people politely and tactfully, and in accordance with Trust guidelines, policies and procedures. Wellspring Team members are expected to respect confidentiality and safeguarding practices at all times.

Public Relations

Considerable importance is attached to the public relations aspect of our work. Members of the Team must project a positive image of the Trust at all times and through all activity.

DBS Certificate

The Wellspring Academy Trust takes its duty to safeguard the young people with which it works seriously.

All Wellspring Team Members are required to undertake a Disclosure and Barring Service (DBS) check.

Wellspring Academy Trust

Person Specification



- As a leader of the school, you must be passionate about providing the very best opportunities for all of our children and staff.
- You will need to accept responsibility for the achievement of the goals you take on, and you will need to think strategically about the relationship between your personal goals and the goals of the school.
- You will need to embrace new initiatives and contribute your ideas about the way forward, keeping the school moving with or ahead of the times, whilst maintaining excellent standards of education.
- You must be prepared to devote energy to the job, whilst making sure that you retain enough energy for your own life outside of school – you must be creative and constructive about how you do this.
- You must be prepared to take risks, to explore new avenues; to face frustrations and disappointments and to build your strength from them.
- You must demonstrate that you love teaching, that you are very good at it and that you can inspire the confidence of colleagues and parents.
- You must be able to work productively, constructively and supportively with the Leadership Team and take every opportunity to widen your knowledge of all aspects of whole school leadership and management.

These responsibilities will be allocated according to the relevant enthusiasms and aptitudes of the Executive Principal, Head of School and other Assistant Heads in the academy. However, it should be anticipated that any member of the Leadership Team might be called upon to lead any of the above areas.

		Essential / Desirable	How Identified
Section	Information		
Education and Training			
The SENCO must have:	<ul style="list-style-type: none"> • Qualified Teacher status • Evidence of involvement in INSET as a participant and as a provider • Experience in a leadership and management role in school • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment [note: this is a requirement under the SEND Code of Practice] 	Essential Essential Essential Essential	Application/ Interview Application/ Interview Application/ Interview Application/ Interview
Experience			
The SENCO must have experience of:	<ul style="list-style-type: none"> • Tracking progress and raising the achievement of pupil groups at whole school level • Strategic responsibilities in school leadership and management • Ability to build effective working relationships 	Essential Essential Essential	Application/ Interview Application/ Interview Application/ Interview
In addition, the SENCO might have experience of:	<ul style="list-style-type: none"> • Teaching across the primary age range • Working with children from a variety of backgrounds • The process of school development and improvement planning • Successful staff recruitment, appointment and induction 	Desirable Desirable Desirable Desirable	Application/ Interview Application/ Interview Application/ Interview Application/ Interview
General and Specialist Knowledge			
The SENCO must have sound knowledge and understanding of:	<ul style="list-style-type: none"> • The SEND Code of Practice • 'Quality first' teaching, and of effective intervention strategies • The planning and evaluation of interventions • Data analysis, and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to influence and negotiate • Good record-keeping skills • Planning for the delivery of a broad and balanced curriculum which meets the needs of all learners 	Essential Essential Essential Essential Essential Essential Essential Essential	Application/ Interview Application/ Interview Application/ Interview Application/ Interview Application/ Interview Application/ Interview Application/ Interview Application/ Interview
In addition, the SENCO might also have knowledge and understanding of:	<ul style="list-style-type: none"> • Current theories of teaching and learning • The principles of community education and parental involvement • Staff development and Performance Management • Monitoring and assessment across a phase or key stage 	Desirable Desirable Desirable Desirable	Application/ Interview Application/ Interview Application/ Interview Application/ Interview

Skills and Abilities			
The SENCO will be able to:	<ul style="list-style-type: none"> • Use vision, initiative and leadership in making change, to enhance and raise standards • Support the work of colleagues and promote staff development • Involve staff, parents and governors in the process of establishing a clear and shared set of aims, objectives and values for the school • Use ICT with confidence 	Essential Essential Essential Essential	Application/ Interview Application/ Interview Application/ Interview Application/ Interview
In addition, the SENCO might:	<ul style="list-style-type: none"> • Show evidence of his or her active involvement in a wider community experience or event. 	Desirable	Application/ Interview
Personal Qualities			
The SENCO must demonstrate:	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • A commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • The ability to work under pressure and prioritise effectively • A commitment to maintaining confidentiality at all times • A commitment to safeguarding and equality 	Essential Essential Essential Essential Essential	Application/ Interview Application/ Interview Application/ Interview Application/ Interview Application/ Interview
Additional Requirements			
	<ul style="list-style-type: none"> • Operate with the highest standards of personal/professional conduct and integrity • Be willing to work flexibly in accordance with policies and procedures to meet the operational needs of the Trust. • Be willing to undertake training and continuous professional development in connection with the post. • Work in accordance with the Trust's values and behaviours. • Be able to undertake any travel in connection with the post. • Be able to demonstrate sound understanding of equality/diversity in the workplace and services provided especially in the access to delivery of the education of pupils and of own non-discriminatory practice and attitude • Be able to form and maintain appropriate relationships and personal boundaries with children, young people and vulnerable adults • Demonstrate a commitment to safeguarding and promoting welfare for all 	Essential Essential Essential Essential Essential Essential Essential Essential	Application/ Interview Application/ Interview Application/ Interview Application/ Interview Application/ Interview Application/ Interview Application/ Interview Application/ Interview