



## SENCO and Inclusion Leader at Hilltop Infant and Junior Schools

### Job Description

Post	Special educational needs/disabilities and disadvantaged groups leader
Pay scale	Senior or consultant teacher
Responsible to	Executive Headteacher
Job purpose	To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs/disadvantaged pupils. Be a lead in the area of safeguarding and be a member of the Inclusion team
Responsible for	Learning support assistants, Special Needs Assistants, Learning Mentor, Pastoral Team
Note	<p>In the context of this job description, pupils with special educational needs are deemed to include:</p> <ul style="list-style-type: none"><li>• Pupils on the School's Special Educational Needs Register;</li><li>• Pupils with identified specific learning difficulties;</li><li>• Pupils with identified behavioural problems;</li><li>• 'Looked After' pupils;</li><li>• Pupils eligible for free school meals/ pupil premium</li><li>• Pupils belonging to ethnic minorities;</li><li>• Pupils of Romany, Gipsy or Traveller families;</li><li>• Pupils who the heads of school consider have previously received, for any reason, an inadequate or compromised education.</li></ul>
Duties	The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document. It may be modified by the executive headteacher, after discussion with you, to reflect or anticipate changes in the job, commensurate with the salary and job title.
Strategic direction and development	<ul style="list-style-type: none"><li>• Support the vision, ethos and policies of the HEARTS academy trust and schools which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability;</li><li>• Help lead and manage the creation and implementation of the schools' strategic plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it;</li><li>• Support the evaluation of the effectiveness of the Schools' policies and developments and analyse their impact on pupils who have special educational needs;</li><li>• Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting; this includes attendance data;</li></ul>

	<ul style="list-style-type: none"> <li>• Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching;</li> <li>• Ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement;</li> <li>• Develop and maintain good relationships with parents, outside agencies and the local community;</li> <li>• To contribute and or attend local advisory board/trustee meetings when necessary.</li> </ul>
Teaching and learning	<ul style="list-style-type: none"> <li>• Identify and adopt the most effective teaching approaches for those pupils with special educational needs;</li> <li>• Monitor teaching and learning activities to meet the needs of pupils with special educational needs;</li> <li>• Identify and teach study skills that will develop pupils' ability to work independently;</li> <li>• Liaise with other schools to ensure continuity of support and learning when transferring pupils with special educational needs.</li> <li>• Maintaining a file (or) and website page of useful information for staff, parents/ carers.</li> <li>• Holding and having high expectations of all staff and pupils in the pursuit of effective progress for pupils.</li> </ul>
Recording and assessment	<ul style="list-style-type: none"> <li>• Set targets for raising achievement among pupils with special educational needs;</li> <li>• Collect and interpret specialist assessment data;</li> <li>• Set up systems for identifying, assessing and reviewing special educational needs;</li> <li>• Update the head teacher and trustees/ advisory boards on the effectiveness of provision for pupils with special educational needs;</li> <li>• Develop understanding of learning needs and the importance of raising achievement among pupils;</li> <li>• Attend consultation evenings and keep parents informed about their child's progress;</li> <li>• Maintain a register of children with specific needs identifying provision being made.</li> <li>• Provide guidance and assist teachers in identifying children with learning, behavioural, medical or emotional difficulties and children with English as an additional language, or who are able, gifted and talented;</li> <li>• Advise and co-ordinate detailed assessments when necessary;</li> <li>• Complete referral / forms to request support for pupils and their families;</li> <li>• Identify, adopt and monitor the most effective teaching approaches for those pupils with special educational needs, including intervention programmes where necessary; be research led;</li> <li>• Provide training opportunities for learning support assistants and other teachers to learn about special educational needs/ pupil vulnerabilities;</li> <li>• Disseminate good practice in special educational needs across the school;</li> <li>• Identify resources needed to meet the needs of pupils with special educational needs and advise the head teacher of priorities for expenditure;</li> </ul>

	<ul style="list-style-type: none"> <li>• Adapt teaching and learning resources and support teachers to develop skills in this area to ensure that all teaching is accessible for pupils;</li> <li>• To assist the head of school in ensuring effective communication and liaison within the school;</li> <li>• To co-ordinate and monitor provision for children in need, including those looked after or subject to child protection procedures;</li> <li>• Helping class teachers to write individual provision plans and to organise manageable recording systems;</li> <li>• Arrange termly intervals with staff to evaluate the evidence and progress made by SEN pupils to inform new provision plans;</li> <li>• Co-ordinating provision at Stage 3 of the Code of Practice by calling meetings as necessary and ensuring that all involved parties (class teachers, parents, outside agencies, learning support assistants and the pupil if possible) contribute, (if they can) where possible, to the Stage 3 provision Plans and reviews;</li> <li>• Instigating a system of storing records alongside school managers;</li> <li>• To create a provision map and a timetable for the delivery of the provision.</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with special educational needs;</li> <li>• Provide training opportunities for learning support assistants and other teachers to learn about special educational needs;</li> <li>• Disseminate good practice in special educational needs across the school;</li> <li>• Identify resources needed to meet the needs of pupils with special educational needs and advise the head teacher of priorities for expenditure;</li> <li>• Teach groups of vulnerable pupils each week;</li> <li>• Be a strong advocate for change and champion school improvement;</li> <li>• To be responsible for provision for children with special educational needs and have a working knowledge of the SEN Code of Practice;</li> <li>• To be responsible for induction and appraisal of the learning mentor and learning support assistants;</li> <li>• Support the evaluation of the effectiveness of the school's policies and developments and analyse their impact on pupils who have special educational needs;</li> <li>• To attend SEN and other meetings when requested by the head of school.</li> </ul>
Maintenance of professional standards	<ul style="list-style-type: none"> <li>• To keep fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the school and the team for which you are responsible;</li> <li>• Ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the school;</li> <li>• Ensure the development and maintenance of a team culture that enables all members of the inclusion team to be effective in their respective roles;</li> <li>• Ensure the development and maintenance of a collaborative culture which demonstrates loyalty and integrity towards school leaders;</li> <li>• Have high expectations of adults, families and pupils.</li> </ul>
Making referrals	<ul style="list-style-type: none"> <li>• Referring a child for statutory assessment and collecting the necessary evidence, to show that the child concerned has significant needs and that the</li> </ul>

	<p>school has done all that it could reasonably expected to do to meet the child's needs.</p> <ul style="list-style-type: none"> <li>• Drawing up the school's educational advice if a referral is accepted.</li> <li>• When a child obtains an EHCP, conducting a post-statement planning meeting and helping to form annual objectives and short-term targets.</li> </ul>
Annual statement reviews	<ul style="list-style-type: none"> <li>• Carrying out annual and interim reviews of children with an EHCP. In doing this the SENCO must obey the legal requirements for running the meetings and sending minutes to those concerned.</li> </ul>
Transition	<ul style="list-style-type: none"> <li>• Liaising with feeder schools/pre-schools/nurseries and schools in the next phase with regard to those with special educational needs in order to ensure continuity of care;</li> <li>• Ensuring that when a pupil leaves the school, all their records are passed to the next school that they attend;</li> <li>• Advising and helping staff in the new school, to understand the educational implications of various conditions and the needs of individual children, also support teachers to think of ways of adapting the curriculum, teaching or classroom.</li> </ul>
Pastoral support programmes	<ul style="list-style-type: none"> <li>• Helping pastoral staff to devise, run and monitor any pastoral / SEMH support Programmes</li> </ul>
Child protection	<ul style="list-style-type: none"> <li>• To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by SET and KSCIE 2019 and any future relevant procedures.</li> </ul>
Other duties and responsibilities	<ul style="list-style-type: none"> <li>• To promote at all times the HEARTS values and ethos;</li> <li>• To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager;</li> <li>• To comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace;</li> <li>• Ensure that all duties and services provided are in accordance with the trust's equality and diversity in employment policy;</li> <li>• The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade;</li> <li>• The Board of Trustees is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.</li> </ul> <p><i>Note: the duties above are not exhaustive and the post holder may be required to carry out additional duties which are generally in line with the context of this job description.</i></p>

Signed \_\_\_\_\_ Date \_\_\_\_\_