



LOXFORD SCHOOL TRUST

JOB DESCRIPTION

HEAD OF SPECIAL EDUCATIONAL NEEDS

TITLE: HEAD OF SPECIAL EDUCATIONAL NEEDS (SENCO)

POSTHOLDER:

ACCOUNTABLE TO: MEMBER OF SLT

RESPONSIBLE FOR: DEPARTMENT TEAM IN AREAS OF RESPONSIBILITY ASSIGNED

In exercising a leadership function within the School, to play a significant role in securing all day-to-day matters which affect teachers and their teaching, students and their learning and all other employees in professional matters, collaborating working with the SLM to advise the Headteacher on the strategic direction of the School. The Head of Department is also subject to the generic job description of a teacher.

Individual primary areas of responsibility/accountability. (summary)

- setting up structures that implement the requirement of the 'Code of Practice'.
- providing support teachers for students with statements.
- offering individual support to selected students.
- providing support for students at school action plus and school action.
- offering Literacy Skills in small groups for selected students in Years 8 and 9.
- observing and assessing Year 7 students during the two-week induction period in September (this is carried out collaboratively with the EAL Department).
- administration of the New Group Reading Test (NGRT) to all Year 7 students in September and to all new students joining the school throughout the year.
- teaching in subject areas in collaboration with subject teachers (in-class support).
- assessing and reviewing the needs of individual students. All Learning Support teachers will be trained to carry out assessments.
- providing a Learning Support 'link' person for each year team. This will be the Learning Support teacher with a tutor group in that particular year. The 'link' person also attends the Head's of Year review meetings (Early Warning Meetings), twice a term.
- assessments of bilingual students. The Learning Support team work closely with the EAL (English as an Additional Language) Department in the joint assessment of EAL students who may have special educational needs.
- 'link' teachers chair Review of Progress meetings of students in their year group who are at School Action Plus.

- liaison with other curriculum subjects.
- implementing the AQA Adult Literacy and Numeracy examinations with Year 10 and 11 Access students.
- liaising and working with the Educational Psychologist. All Learning support teachers liaise with the Educational Psychologist as part of their casework.
- working with outside agencies, including Outreach Support Teachers from Southend's Support Services and Education Access Team.
- liaising with the Careers Service and the school library.
- providing formal and informal INSET to staff.
- Tracking SEN student's progress.
- To fulfil assigned leadership duties within the Curricular Area as listed.
- To exercise a proactive stance in the development of the Department in terms of the raising of standards.
- To raise standards of Special Educational Needs across all strata of the School
- To develop all Schemes of Work in the department
- To review all work of staff in the area.

1. School Mission Context

- 1.1. To support the School's ethos and work positively and supportively in accordance with the School's plans, policies and procedures.
- 1.2. To plan, implement, monitor and review the work and the use of resources for which responsible, in the best interests of the School.
- 1.3. To foster good relationships with all members of the School and local community including parents / carers.
- 1.4. To acknowledge and act upon the necessity for personal professional development and participate in the School's scheme for Performance Management.
- 1.5. To promote and celebrate the successes of the School and all it stands for on all occasions and in particular in fostering a positive image with stakeholders.
- 1.6. To use every opportunity to act as a role model of professional conduct and presence with colleagues, students and the wider community, demonstrating high personal standards of expertise, commitment and service to the School.

2. Curriculum Management

- 2.1. In the light of the School's Mission Statement and Development Plan, to identify aims and objectives, compose, monitor and evaluate the progress of an agreed Department Development Plan, working collaboratively with the Senior Line Manager.
- 2.2. Developing the Department Handbook ensuring that the Department's own policies and procedures reflect all the School policies and aspirations, and that such policies are consistently reflected in each subject within the Department and the specific responsibility of the postholder.
- 2.3. To ensure student centred effective delivery of the National Curriculum / Strategy Guidelines by the careful preparation and implementation of appropriate schemes of work, examination syllabi and appropriate styles of teaching and learning and methods of delivery.
- 2.4. To monitor the quality of teaching and learning across each assigned subject of the Department, thus securing a consistency of commitment to the highest standards and that appropriate legislative requirements are met
- 2.5. Responsibility for assessment, recording and reporting within the Department area assigned, ensuring that formative, diagnostic and summative processes meet the needs of the students, parents and national requirement and are integral to the teaching and learning process.

- 2.6. Responsibility for the delivery and evaluation of Key Skills development throughout the Department Area, liaising actively and effectively with other Subject Leaders to ensure a consistency of high quality approaches to teaching and learning throughout the curriculum.
- 2.7. To take a lead in and create opportunities for developing and implementing whole School policies such as Special Needs, use of educational technology or assessment.

3. Staff Management

- 3.1. To encourage a climate of mutual support in which self-confidence and self-esteem can grow and an effective Department team established and nurtured.
- 3.2. To share responsibility for the training and development of colleagues within the Department, paying due regard to the School's Equal Opportunities Policy and including the induction of newly qualified teachers, acting when appropriate as Team Leader in the Performance Management procedures.
- 3.3. To ensure that new knowledge and skills are fully utilised by seeking the full involvement of all members of the Department through the establishment of performance criteria, the sharing of good practice, lesson observation and in monitoring of students' work.
- 3.4. To ensure that monitoring, evaluation and celebration are explicit in the management of the Department, meeting regularly with individual members to discuss the planning, implementation and review of objectives.
- 3.5. To establish and support full consultative procedures within the Department as a two way channel of communication with Subject Leaders and to contribute positively to regular and meaningful Department leadership and team meetings.
- 3.6. To liaise effectively with relevant colleagues including the ATL's and SLT and the Learning Support staff as part of the wider management team of the School.

4. Student Management

- 4.1. To take a lead in the implementation of the pastoral aims and objectives of the School within the Area in association with the assigned SLT member.
- 4.2. To set the highest expectations of standards of achievement and behaviour, establishing and maintaining managerial systems to maximise student safety, well being and development.
- 4.3. To identify students with particular needs, liaising with appropriate colleagues and outside agencies to ensure that individual student needs are met.
- 4.4. To have oversight of the work and behaviour of all students in the Area, acting as the first point of referral in matters of academic progress, care and discipline in relation to the learning situation.
- 4.5. To encourage all members of the Area team to celebrate student successes at every level, and consulting with students regarding self-evaluation and ownership of their learning.

5. Resource Management

- 5.1. Responsibility to the assigned SLT member and Finance officer for all aspects of the Area budget in line with School financial regulations.
- 5.2. Responsibility for the organisation, accommodation, movement and teaching resources of the Department Area to ensure most efficient and effective use with minimal loss damage or wastage.
- 5.3. To establish appropriate contacts for safe and effective use of external resources, venues and personnel by the Department in order to assist learning.
- 5.4. To deploy all resources in ways which motivate students and encourages team membership.

6. Specific Responsibilities

- 6.1. To develop and sustain a School-wide approach to Special Educational Needs, reflected in the establishment of a clear comprehensive policy, linked to national strategies and which raises standards.

- 6.2. To liaise and work effectively with departments and individual colleagues to develop Special Educational Needs as a cross-curricular theme and educational entitlement for all students.
- 6.3. To ensure that all departments are aware of a range of approaches to RE development and that such approaches as chosen are reflected in Schemes of Work.
- 6.4. To lead and coordinate INSET on Special Educational Needs as reasonably required.
- 6.5. To ensure that the School participates fully in established and developing national strategies directed towards the improvement in standards of student work in Special Educational Needs.

This job description will be reviewed at least annually as part of the Performance Management process to reflect changing School and individual needs. Consultation between the post holder and the Headteacher is considered a vital part of this review process.

Signed R Micek (Headteacher)

Signed..... Date.....