

## JOB DESCRIPTION

<b>Job Title:</b>	<b>Assistant Headteacher &amp; SENCO (with Additional Needs support &amp; 0.6 Teacher of PHSE)</b>
<b>Grade:</b>	<b>LG 11 - 15</b>
<b>Contract Time:</b>	<b>Full Time/Permanent</b>
<b>Directorate:</b>	<b>Children's Services</b>
<b>Division / Section:</b>	<b>The Helix Education Centre</b>
<b>Reports to:</b>	<b>Paa-King Maselino, Headteacher</b>
<b>Reporting for:</b>	<b>Education Support Workers (TAs)</b>
<b>Date:</b>	<b>April 2021</b>

## ROLE PURPOSE

The **SENCO** (with Additional Needs support responsibilities), 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 as well as Children Looked After (CLA) and those with English as an Additional Language (EAL).
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- 0.6 teacher of PHSE
- The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.
- To create and develop, with the direction of the Headteacher, a skilled, confident and motivated staff team to support inclusion.

<b>Generic Duties/Accountabilities</b>	
1.	To ensure compliance with your responsibilities as laid out in the council's equal opportunity policy and take an active role in promoting equality and diversity to Harrow's diverse community. Comply with The Helix Education Centre and Harrow Council policies regarding Behaviour Support, Child Protection and Physical Contact and Restraint.
2.	To ensure compliance with your responsibilities as laid out in Harrow Council's Health and Safety Policy and take an active role in promoting a positive health and safety culture.
3.	To promote and participate in individual performance appraisal and development initiatives and information management best practice.
4.	To ensure compliance with Harrow Council's & The Helix Education Centre's Information Security Policies and maintain confidentiality.

<b>Service Specific Duties/ Accountabilities</b>	
1.	Have a strategic overview of provision for pupils with SEN, CLA, EAL or a disability across the school, monitoring and reviewing the quality of provision
2.	Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN, CLA, EAL or a disability
3.	Ensure the SEN,CLA, EAL policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
4.	As a member of the Senior Leadership Team contribute to the development of strategies, policies and practices aimed at raising standards of attainment and achievement throughout the school. This includes taking a clear strategic lead on ensuring the Pupil Premium raises standards in the school and narrows the gap for those vulnerable groups
5.	Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
6.	Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
7.	Teach the subject of PHSE to both KS3 & 4 pupils
<b>Operation of the SEN policy and co-ordination of provision</b>	
8.	Maintain an accurate SEND, CLA & EAL register and provision map
9.	Provide guidance to colleagues on teaching pupils with SEN, CLA, EAL or a disability, and advise on the graduated approach to SEN & EAL support
10.	Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
11.	Be aware of the provision in the local offer
12.	Work with early years providers, other schools, educational psychologists, SEN Assessment & Review Service (SENARS), health and social care professionals, and other external agencies
13.	Be a key point of contact for external SEN & CLA agencies, especially the local authority
14.	Analyse assessment data for pupils with SEN, CLA, EAL or a disability
15.	Implement and lead intervention groups for pupils with SEN, CLA, EAL and evaluate their effectiveness
16.	Liaise with the local authority SEN Assessment & Review Service (SENARS) Officers.
17.	Plan, allocate, support and evaluate work, ensuring effective delegation of tasks and responsibilities. Deploy staff effectively according to priorities to ensure high quality education.
18.	To identify appropriate resources to promote and support the achievements of pupils and ensure they are used efficiently, effectively and safely.
<b>Support for pupils with SEN, CLA, EAL or a disability</b>	
19.	Identify a pupil's SEN, CLA & EAL needs, provide professional guidance to staff to secure good teaching for children with SEN, through both written guidance and meetings and provide regular information to the head teacher and Management Committee on the evaluation of SEN & Additional Needs provision
20.	Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
21.	Secure relevant Additional Needs support services for the pupils
22.	Ensure records are maintained and kept up to date
23.	Review the education, health and care plan with parents or carers, the pupil and SENARS officers
24.	Communicate regularly with parents or carers

25.	To lead staff meetings, staff INSET and parents' meetings as appropriate.
26.	Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
27.	Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
28.	Work with the local authority designated officer for looked-after children, where a looked-after pupil has SEN or a disability
29.	To take part in the recruitment and selection of staff.
30.	To undertake administrative duties and to become familiar with the admin and finance IT systems.
<b>Leadership and Management</b>	
31.	Work with the headteacher and Management Committee to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
32.	Prepare and review information the Management Committee is required to publish
33.	Contribute to the school improvement plan and whole-school policy
34.	Identify training needs for staff and how to meet these needs
35.	Share procedural information, such as the school's SEN, CLA, EAL policies
36.	Promote an ethos and culture that supports the school's SEN, CLA, EAL policies and promotes good outcomes for pupils with SEN, CLA, EAL or a disability
37.	Lead and manage Education Support Workers (teaching assistants) working with pupils with SEN, CLA, EAL or a disability
38.	Lead staff appraisals and produce appraisal reports and review performance on an ongoing basis
39.	Participate in a range of day-to-day, whole-school leadership and management responsibilities e.g., staff daily duties, staff duty rota, morning briefing, afternoon debrief, lesson cover and student behavior management.
<b>Other areas of responsibilities</b>	
40.	As the SENCO & Additional Needs lead, you will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.
41.	Co-ordinate all Annual Reviews and attend / chair when necessary Liaise with other schools when pupils with SEN and as CLA are admitted or leave
42.	Ensure the health and safety of all pupils and staff and ensure that the pastoral care of all pupils and staff and all issues around safeguarding are maintained.

## Notes:

This job description may be amended at any time in consultation with the post-holder.

**Last review date:** April 2021

**Next review date:**

**Headteacher's signature:**

**Date:**

**Post-holder's signature:**

**Date:**

## SELECTION CRITERIA

**Note for applicants** – The selection criteria specifies the knowledge, experience, skills, abilities, qualifications and training required to perform the duties of the post for which you are applying. In your application you will need to explain how your knowledge, experience, skills, abilities gained in paid or unpaid work, study or training, meets each of the selection criteria marked ‘A’ below, including your awareness, understanding and commitment to equality and diversity in employment and service delivery. If you fail to do so, you will not be shortlisted. Shortlisting will be on the basis of assessing the selection criteria marked ‘A’

## Person specification

CRITERIA	QUALITIES	METHOD OF ASSESSMENT
<b>Qualifications and training</b>	Qualified teacher status or equivalent	A
	National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment [ <i>note: this is a requirement under the SEND Code of Practice</i> ]	A/I
	Degree	A
<b>Experience</b>	Teaching experience of a minimum of two years	A/I
	Experience of working at a whole-school level	A/I
	Involvement in self-evaluation and development planning	A/I
	Experience of conducting training/leading INSET	A/I
	Staff line-management responsibilities	A
<b>Skills and knowledge</b>	Sound knowledge of the SEND Code of Practice	A/I
	Sound knowledge of the needs and support of CLA & pupils with EAL	A/I
	Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies	A/I
	Ability to plan and evaluate interventions	A
	Data analysis skills, and the ability to use data to inform provision planning	A/I
	Effective communication and interpersonal skills	A/I
	Ability to build effective working relationships	A/I
	Ability to influence and negotiate	A/I
	Good record-keeping skills	A/I
Knowledge & effective practice of Restorative meetings	A/I	
<b>Personal qualities</b>	Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	A/I
	Commitment to equal opportunities and securing good outcomes for pupils with SEN, CLA, EAL or a disability	A
	Ability to work under pressure and prioritise effectively	A/I
	Commitment to maintaining confidentiality at all times	A/I
	Commitment to safeguarding and equality	A/I
	Respect for and tolerance of the personal and collective issues of permanently excluded pupils	A/I