



## Bishop's Hatfield Girls' School

### Job Description

JOB TITLE:	Teaching and Learning Leader for Learning Support (SENCO)
REPORTS TO:	Deputy Headteacher (Inclusion) & Line Manager
SALARY RANGE:	Main Pay Range (Bands 1 & 2 / Upper Pay Range (Band 3) +TLR 1b (currently at £9,969)
Date reviewed:	March 2017

#### Purpose of the job

- To deliver the school's SEND policy, ensuring it meets statutory requirements, is up-to-date and effectively communicated to the Senior Leadership Team and the Governing Body.
- To provide strategic leadership for the educational provision for pupils with Special Educational Needs (SEND) across the school in order to ensure that these pupils make excellent progress.
- To lead, manage and effectively deploy staff and resources within the SEND provision.
- To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils studying in the curriculum area, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school.

#### Main areas of responsibility and accountability:

- High standards of teaching and learning
  1. Maintain an accurate Inclusion Register and provision map to ensure that provision meets the needs of pupils and statutory provision at all times, including overseeing the identification and review of pupils with SEND.
  2. Ensure that Education and Health Care Plans (EHCPs) and other relevant documentation relating to pupils with SEND are regularly reviewed with pupils, parents/carers and other agencies and recommendations made are implemented.
  3. To ensure that access arrangements for pupils are carried out and implemented.
  4. To prepare for statutory assessments and ensure that all pupils with an EHCP have an annual review.
  5. To lead and manage intervention relating to literacy, numeracy and EAL.
  6. To lead and manage the transition of SEND pupils from Years 6 to 7 and 11 to 12, including the induction of Year 7 pupils with SEND.
  7. To have and make explicit high expectations of staff who teach and pupils who study in the curriculum area.
  8. To lead, monitor and evaluate the development of learning and teaching strategies, especially in relation to intervention, for pupils with SEND.
  9. To lead on raising standards of attainment and progress for SEND pupils in all year groups and ability profiles.
  10. Monitor, analyse and report on assessment information and examination results for pupils with SEND to ensure that they make excellent progress.
  11. To develop innovative approaches to study in the curriculum area in order to ensure appropriate access and achievement for **all** pupils, ensuring that staff in the curriculum area take account of individual pupils' learning styles and make use of thinking skills.
  12. To meet the needs of all pupils in the curriculum area, taking into account all available resources, and manage their behaviour and its impact on their learning in line with the school's behaviour management policy.

13. To ensure that robust procedures are in place to monitor the quality of teaching and learning outcomes throughout the curriculum area, including the use of lesson observation and book sampling.
  14. To promote educational enhancement activities (eg. booster classes, trips and visits).
  15. To liaise effectively with staff across the school, including pastoral and behaviour support teams, to ensure high quality provision for pupils with SEND.
  16. To use pupil data to set targets and to make comparisons both locally and nationally within the curriculum area, providing data when required.
  17. To oversee marking and assessment in the curriculum area, ensuring that whole school policy is followed and taking any action necessary to secure improvement.
  18. To devise, in accordance with the school's overall policies, means of assessing and monitoring pupils' progress and achievements and then recording and reporting these both internally and to parents/carers.
  19. To oversee the reporting process in the curriculum area, collating, analysing and reporting on results, identifying appropriate strategies and actions necessary to secure improvement.
  20. To ensure that a robust programme of professional development is planned and maintained (this to include provision for support staff and non-specialist teachers).
  21. To ensure that staff are provided with relevant information and training relating to the support of SEND pupils.
  22. To ensure that the paperwork relating to pupils with SEND meets statutory requirements.
- Performance Appraisal (relevant to the line management of staff in the curriculum area)
    1. To ensure that appropriate performance appraisal arrangements are in place and maintained in the curriculum area.
    2. To performance and line manage the Learning Support Team.
    3. To set challenging objectives for continuous professional development of staff in the curriculum area in line with capability standards.
    4. To develop and enhance the teaching practice of others to reflect school, curriculum area and individual needs/aspirations.
  - Knowledge / skills / expertise
    1. To maintain commitment to personal subject knowledge, skills and expertise.
    2. To ensure knowledge of pedagogy, classroom management, research/inspection findings and their effects on the curriculum area and the school remain up to date.
  - School level
    1. To secure commitment to the school's vision by contributing significantly to the school's planning (both short and long term) and provide leadership to whole school developments, as required.
    2. To contribute to school self-evaluation and school improvement planning.
    3. To maintain, as appropriate, communication with internal (eg governors and parents/carers) and external agencies (eg. exam boards, DfE).
    4. To take full role within the school community as a Middle Leader (with the opportunity to contribute to Senior Leadership).
  - Personnel
    1. To participate in the recruitment, selection and appointment process of new staff and as promotion opportunities arise within the curriculum area.
    2. To mentor any new member of staff in the curriculum area.
    3. To support, guide and motivate team members and support staff.
    4. To organise and participate in meetings as appropriate.
    5. To advise on pay progression.

6. To provide references for staff in the curriculum area.
- Pupil outcomes
    1. To set up systems which ensure that pupil outcomes at KS3, KS4 and Post-16 meet targets set at performance appraisal for individuals within the curriculum area and for the curriculum area as a whole.
  - Resources
    1. To manage the resources of the curriculum area within the limits of the delegated budget and in accordance with the school's financial procedures, ensuring value for money.
    2. To be responsible for the accommodation in the curriculum area, including issues of display and Health and Safety.

### Job context

The subject area may comprise specialist teachers, support staff and teachers for whom this is a second subject.

Within the subject area, teachers on Band 3 of the pay range (old UPS) can be expected to make a particular contribution to building team commitment in line with the statutory requirement to meet threshold standards. In particular, teachers on Band 3 will

- provide a role model for professional practice in the school
- make a distinctive contribution compared with other teachers
- contribute effectively to the wider team.

### **Additional Information**

The jobholder is required to contribute to and support the overall aims and the ethos of the school.

All staff are responsible for the safeguarding of pupils and for compliance with the school's code of conduct.

All staff are required to participate in training and other learning activities and in performance appraisal, as required by the school's policies and practices.

This job description is current at the date shown and may change if any further re-structuring takes place. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to parents/carers, visitors and telephone callers. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

### **Disclosure and Barring Service**

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of the school's pre-employment checks.



## Person Specification – Teaching Staff

### Qualifications / Education / Training:

- Qualified Teacher Status
- Degree level education
- Any relevant qualifications such as NVQs, GCSEs, A levels, further professional qualifications
- Appropriate CPD relevant to the position

### Experience:

- Experience of working in a similar role (for NQTs, through placements)
- Ability to demonstrate qualities required by the job description

### Knowledge:

- Possess an excellent subject knowledge and understanding of underlying pedagogy in order to deliver the subject successfully
- Have a passion and love for their subject
- Show an understanding of how their subject contributes towards the success of the school

### Skills & Competencies:

- Ability to inspire and motivate pupils to achieve high standards of academic achievement in their subject
- Hold high expectations and aspirations of all pupils
- Excellent communication skills, both orally and in writing
- Ability to process and interpret information
- Demonstrate a high level of competence in using ICT
- Ability to cope with periods of pressure and prioritise workload accordingly, meeting all deadlines whilst maintaining a sense of humour
- Ability to work flexibly and share workloads, particularly during periods of pressure
- Team player
- Ability to negotiate
- Accuracy and reliability
- Ability to work well with a wide range of people, including pupils, staff, parents/carers and governors
- Awareness and acceptance of the school's equal opportunities' policy

### Personal Attributes:

- Self motivated - ability to work on own to achieve successful outcome
- Have energy, commitment and attention to detail
- Ability to make decisions and use own initiative
- Creative, comes up with ideas
- Prepared to learn new skills
- An understanding and ability to demonstrate the professional standards required when working in a school environment
- Positive outlook
- An awareness of the school aims and ethos and a willingness to actively engage in the school community
- Accept the need for continuing professional development
- Be able to carry out all duties to a very high standard

**All employees are expected to be familiar with and subscribe fully to the school's Code of Conduct – this includes signing an ICT acceptable use agreement.**