



## Woodside Academy Job Description

<b>Post held:</b>	SENCO
<b>Job Purpose:</b>	To ensure that systems and structures are in place so that all pupils' needs are identified and matched to a tailored provision which empowers them to make excellent progress.
<b>Salary scale:</b>	MPS or UPS depending on experience plus 1 SEN point plus TLR2B
<b>Responsible to:</b>	Head Teacher

This post is subject to the conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for QTS, other current educational legislation and the school's articles of government. At all times having due regard to the health and safety of children, staff and visitors.

*This job description may be amended at any time following discussion between the Head Teacher and member of staff, and will be reviewed annually.*

### **Key Tasks and Responsibilities**

#### **Purpose**

To be responsible for the coordination of provision for pupils with special educational needs. This will be achieved by:

- Being accredited as a SENCo or be willing to undertake the necessary professional development to achieve accreditation
- Being an outstanding teacher
- Having excellent communication and interpersonal skills

### **General Responsibilities**

- Ensuring that staff are able to accurately identify barriers that face individual pupils with their learning
- Support staff with classroom differentiation, modelling and teaching high quality lessons and interventions
- Meet regularly with parents, carers and other stakeholders to ensure that pupils needs are being met
- Ensure that any statutory functions for pupils with SEN are completed in good time and are of high quality

- Work closely with the Senior Leaders to ensure that provision is mapped across the school and that the impact of any additional support is closely monitored and evaluated

**Strategic direction and development of SEN provision in the school** – with the support of, and under the direction of the Head of School

- Contribute to a positive ethos in which **all pupils** have access to a broad, balanced and relevant curriculum;
- Support all staff in understanding and addressing the needs of pupils;
- Devise and promote plans to ensure the needs of pupils with SEN are met and that they are reflected in the school improvement plan;
- Regularly monitor progress against targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements;
- Keep up to date with relevant local and national information relating to pupils with SEN and advise the Head of School on the level of resources required to maximise achievement;
- Liaise with staff, parents and carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEN;
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately;
- Ensure that pupils with SEN are enabled to share their views and that these are acted upon appropriately.
- To maintain accurate assessments and records of children's progress, using them to set the next steps in their development, reporting progress to parents/carers as necessary.

**Working with staff**

- Raise colleague's awareness of SEN
- Provide CPD as appropriate
- Report regularly to SLT and governors
- Support report writing for a range of audiences

**Resources**

- Manage the distribution of intervention programmes across the school
- Ensure that the pupil premium is used to good effect and that impact can be demonstrated
- Ensure that a range of resources are available to meet pupil's different needs, which support access to the curriculum
- Ensure that classroom environments match pupils' needs and support learning

**Teaching and Learning**

- Be an excellent teacher
- Be able to demonstrate the most effective teaching approaches for pupils with additional needs
- Be able to identify and teach study skills that will promote pupil independence
- Support transition into Woodside School-from one key stage to another and on to other provisions.

### **Recording, Assessment and Reporting**

- Set targets for raising achievement.
- Manage a range of data and information on individual pupils and groups from a range of stakeholder
- Update the Executive Head Teacher, Head of School and governing body on the effectiveness of provision for pupils with SEN.
- Provide high quality information to parents and carers keeping them informed about their children's progress

### **General**

- Take on any additional responsibilities which might, from time to time, be determined.