



## OUR VALUES

We enrich through a broad and varied curriculum

## Job Description

<b>Job Title:</b>	<b>SENCo</b>
<b>Job Type:</b>	Senior Leadership and Teaching
<b>Contract type:</b>	Full-time
<b>Location:</b>	Tormead School, Cranley Rd, Guildford GU1 2JD
<b>Department:</b>	Leadership
<b>Salary:</b>	Competitive
<b>Line Manager:</b>	Deputy Head (Academic)

### Job Summary

Reporting to the Deputy Head (Academic), the SENCo will be responsible for learning support across the Senior school. They will be responsible for identification of learning support needs in both prospective and current students and for coordinating the production of support plans for all students requiring learning support. A key part of the role will be equipping classroom teachers to provide effective support to SEND students. It will also be important to communicate and work with both students and the parents of children requiring learning support as well as liaising with colleagues and external agencies.

To teach an agreed number of lessons each week of your specialist subject.

### Main Responsibilities

#### Leadership and Management

1. Line manage all staff in the Learning Support Department including regularly undertaking performance reviews and supporting professional development of colleagues in the department.
2. Establish common practices and a shared vision within the school's Learning Support Department to ensure high quality provision that meets the needs of children and young people with SEND, meeting regularly with members of the department across both Senior and Prep Schools.
3. Stay up to date with best practice relating to learning needs, such as dyslexia, dyspraxia, ADHD, and ASD, along with all relevant areas of legislation relating to SEND students, including but not limited to:
  - Working Together to Safeguard Children
  - Equality Act
  - Reasonable adjustments for disabled pupils
  - Supporting students at school with medical conditions
4. Prepare and implement an annual department plan that will contribute to the overall

School Development Plan.

5. Provide an exams analysis report on students with SEND who have taken public examinations and report to governors as required.
6. Lead by example by being an outstanding practitioner.

### **Identification of Learning Support Needs**

1. Ensure clear procedures (incl. screening) to identify and register children whose academic, physical, social, or emotional development is giving cause for concern
2. Monitor the effectiveness of internal SEND referral system, advising colleagues on procedures to raise SEND-related concerns
3. Maintain and update the SEND register and share with all staff in conjunction with the Head of SEN Assessment and Access Arrangements
4. Assist with the admissions assessment of prospective students and advise if the school can meet an applicant's needs
5. Liaise with the pastoral team when needed, logging action taken on CPOMs
6. To lead SEND department team meetings to help create positive solutions for learners with Special Educational Needs.

### **Support for SEN students**

1. Monitor where students with SEND are in their learning and development and ensure decisions are informed by the insights of parents and those of children and young people themselves, having high ambitions and setting stretching targets for them.
2. Coordinate the production and dissemination of pupil passports for students on the SEND register.
3. Track the progress of students with SEND monitoring and reporting on progression and amend support as required.
4. Identify and ensure adoption of the most effective teaching approaches for pupils with SEND and update strategies accordingly so that additional or different provision is made for them.
5. Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress using empirical and holistic evidence.
6. Arrange and manage cross discipline focus groups for individuals and groups of students with academic staff.
7. Plan and prepare SEND support for the transitions between phases of education and preparation for adult life.

7. Liaise with the Deputy Head (Academic) and Prep Head of Learning Support regarding teaching and learning activities to meet the needs of students with SEND.

### **Advising and training staff**

1. Encourage all members of staff to recognise and fulfil their responsibilities to students with SEND.
2. Provide training opportunities for teachers and learning support colleagues on all matters relating to SEND and provide advice on the most effective teaching and learning strategies in order to promote Quality First Teaching. Disseminating best practice in SEND across the school, including contributing to INSET and New Staff Induction where appropriate by:
  - a. promoting awareness and providing specialist in-depth training about types of SEND, appropriate for all staff who will come into contact with a student with a particular type of SEND
  - b. give guidance on how to adapt teaching and learning to meet a particular type of SEND for subject teachers and teaching assistants working directly with the child or young person on a regular basis
3. Make support plans available to colleagues and ensure SEND information is current and that colleagues know how to access this information and are reminded to do so.
4. Keep parents, Form teachers and teachers abreast of diagnoses, intervention plans and progress in conjunction with the Head of SEN Assessment and Access Arrangements.
5. Liaise with the Deputy Head Pastoral, Heads of Year, School Counsellors, and School Nurses where appropriate to support pupil's SEND needs.
6. Work with the Head of Careers and Head of Sixth Form regarding university applications for students with SEND.
7. Attend all Heads of Department meetings and, where needed, Heads of Year meetings.
8. Meet with SMT as required to keep them abreast of current developments and issues.

### **Liaison with External Testing Agencies**

1. Manage visits by external staff to assist with SEND diagnoses and/or support in conjunction with the Head of SEN Assessment and Access Arrangements.
2. Liaise with educational and clinical psychologists, for example, who may be working for the school and/or parents in conjunction with the Head of SEN Assessment and Access Arrangements.
3. Value the home-school partnership, working closely with other members of staff to establish and manage good relationships with parents.

## Examination Access Arrangements

1. Keep abreast of exam board requirements (JCQ Regulations) regarding access arrangements in public exams.
2. Line manage the Examinations Access Arrangements Coordinator ensuring that:
  - Maintain the necessary evidence and paperwork for access arrangement requests
  - Make requests for access arrangements in good time in consultation with the Exams Officer
  - Make provisions for access arrangements during public exams in good time and in consultation with the Exams Officer. This will include the use of scribes, readers, separate rooms and computers etc.
  - Make provision for access arrangements during internal exams and make colleagues running/invigilating exams aware of these
  - Make colleagues aware of any access arrangements they should have in place for formal internal assessment and coursework and instruct them to keep any records that may be necessary
  - Give active reassurance and support to students with SEND who are taking public exams

## Administration

In addition to the administrative areas in the sections above:

1. Coordinate a weekly Learning Support Department Meeting.
2. Maintain and continually update the SEND list and SEND files on each child receiving support with all relevant information including records of meetings etc.
3. Be responsible for producing an annual resource list for budgeting and planning purposes and effectively manage the SEND budget.
4. Carry out an annual stock take and be responsible for regular budget monitoring and ordering of textbooks and other resources.
5. Assist in the recruiting of new Learning Support Assistants and Learning Support teachers.

## Other Duties

- Line manage the Examination Head of SEN Assessment and Access Arrangements and Learning Support teachers and provide them with training as required.
- Attending all meetings of the Heads of Department committee and any *ad hoc* academic policy working parties as required.
- Contributing to the formulation and updating of relevant school policies in particular the SEND policy.
- Attend all parents' evenings, open mornings, and assessment days
- Senior duties

- This job description is not intended as an exhaustive list of all the duties that the SENCo is expected to perform, and this document is subject to periodic review.

Person Specification	Essential	Desirable
<b>Experience</b>		
Previous experience of working with young people in a school environment	E	
Experience of working as a SENCo in a school	E	
Working with people at all levels both internally and externally	E	
Delivery to tight deadlines	E	
<b>Skills, knowledge, and abilities</b>		
Knowledge and understanding of the SEND Code of Practice	E	
Excellent organisational, interpersonal and IT skills	E	
Excellent written and oral communication and presentation skills	E	
Ability to manage own workload and prioritise tasks	E	
Ability to work well under pressure to deadlines	E	
Able to demonstrate decision making skills and give advice	E	
Good IT skills, eg Excel, Word, SIMs	E	
Meticulous attention to detail & maintain high level of accuracy	E	
Able to work on own initiative and under direction	E	
Able to evaluate learning needs & seek opportunities to address	E	
Good understanding of further and higher education	E	
<b>Qualifications and Training</b>		
Hold the NASENCO award or be willing to acquire this		D
Good general level of education	E	
Awareness of safeguarding procedures (training will be provided)	E	
<b>Personal attributes</b>		
Good interpersonal skills and ability to relate well to young people	E	
Calm and confident under pressure	E	
Flexible, efficient, and highly organised	E	

Empathy and discretion, able to react sensitively and appropriately to the needs of students	E	
Self-motivated, hardworking, willingness to go the extra mile	E	
A team player, able to work as a part of a small team and the wider school team	E	

### Safeguarding

To promote and safeguard the welfare of children and young persons for whom the SENCo is responsible, or with whom he/she comes into contact with, and to adhere to and ensure compliance with Tormead's Safeguarding Policy at all times.

If, in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, any concerns must be reported to the school's Designated Safeguarding Lead (DSL) in accordance with Tormead's policies and procedures.