

JOB DESCRIPTION

Job Title: SENCO/Head of Learning Development
Hours: Full time
Status: Permanent

Responsible to: Head Teacher

Functional links with: All members of the department, other academic staff, pastoral team, administrative functions across the school

Job Purpose:

To develop and improve the teaching and learning for pupils with Specific Learning Differences throughout the Senior School. Taking a holistic approach, the post holder will encourage inter-disciplinary communication and understanding in the interests of our pupils, supporting our teaching staff in the promotion of multi-sensory, differentiated learning on a school-wide basis.

Main Duties:

- Specialist teaching of individualised lessons to pupils with specific learning difficulties.
- Assessment of pupils at the admissions stage, advising academic, pastoral and administrative staff as to the necessary level of provision to meet the needs of the child.
- Co-ordinate the Learning Development Department's programme of specialist, individualised lessons.
- Oversee the professional development of the staff within the department.
- Review the teaching of the LD staff on an annual basis.
- Update knowledge of Equality law and changes to the Code of Practice and advise the Head teacher accordingly.
- Provision of in-service training across the school to heighten awareness and inform teaching staff of LDD issues.
- Provide staff with necessary information regarding LDD pupils to enable successful teaching.
- Liaise with teaching staff regarding pupil progress on on-going basis.
- Liaise with parents and organise LDD reviews.
- Organise multi-agency reviews (EP, OT, Speech and Language, CAMHS).
- Organise EP/Specialist teacher assessments required within the school.

- Oversee the school-wide spelling (all pupils) and dyslexia* screening programme (all Y7 and new pupils) on an annual basis.
- Oversee and carry out diagnostic and attainment assessment of pupils with SpLD throughout the year.
- Co-ordinate Access Arrangements. Write section A of Form 8, make on-line applications and provide Exams' Officer with relevant information.
- Oversee the assessment for DSA of sixth form pupils in transition, informing parents and pupils of process in relation to UCAS applications.
- Facilitate and oversee transition of LD pupils from Year 6 to Year 7 liaising with the junior school SENCo.
- Oversee transition documentation of pupils with additional needs and/or exam access arrangements for FE/HE.
- Train readers/scribes for exams annually (exams officer is responsible for invigilator training).
- Liaise with other agencies within the school such as EAL, Pastoral , Medical.
- Liaise with admissions. Meet prospective pupils /parents. Check entrance papers when provided with them and advise on suitability of provision for all pupils including those EAL pupils with overlapping LDD
- Represent the needs of LDD pupils at HoD's/Curriculum/Pastoral meetings
- Update SEN policy where applicable
- Maintain Department Handbook
- Oversee organisation of archives
- Maintain and update entries of LDD pupils on PASS/3SYS and provide information for SEN Census

(*Lucid LASS)

Whole school responsibilities:

- Be an effective tutor within the house system and therefore be involved in the pastoral care of those pupils
- Communicate with subject staff, other tutors, and the School's safeguarding group with reference to safeguarding of students
- Assist with extra-curricular activities within the School
- Attend full staff meetings, parents evenings and any assembly or school meetings as required

- To attend and actively participate in assessment meetings - discussing progress of all pupils

Mandatory Duties:

1. Responsibility for safeguarding and promoting the welfare of children.
2. Commitment to Equal Opportunities.

Additional Duties:

To undertake such additional duties as may be reasonably required commensurate with the level of responsibility within the School.

The post-holder will undertake assigned duties and responsibilities, ensuring that all actions are discharged within the regulatory and legislative requirements to which the School is subject.

Date: March 2017

This job description is current at the above date. In consultation with the post holder it is liable to variation by the School to reflect actual, contemplated or proposed changes in or to the job.

Person Specification – SENCO

Qualifications and experience

- Postgraduate qualification at or equivalent to Level 7 - competent to teach and assess those with SpLD up to and including those of 18 years of age
- Experience of teaching in an environment where support is provided to able pupils who have a specific learning difficulty
- Experience in lesson observation and supporting subject teachers to achieve high quality teaching
- Experience of enhancing the professional development of teachers so that barriers to learning are removed, allowing 'the strengths and needs of all pupils' to be met
- Experience of guiding and supporting colleagues in understanding their role in the development of SEN policy and provision
- The SENCo qualification would be advantageous but not essential

Knowledge

- Knowledge of the Equality Act 2010
- Knowledge of the Disability Discrimination Act 1995
- Knowledge of the SEND Code of Practice 0-25 years, 2014 and its implementation
- How to evaluate pupil outcomes

Skills and Abilities

- Form excellent relationships with LD colleagues and other staff
- Encourage staff to have high expectations of pupils with SEND
- Ensure all teachers have a clear understanding of pupil need
- Coach and mentor individual members of staff when required to have a greater impact in terms of their own teaching practice
- Ensure that pupils with additional needs, special educational needs and disabilities are represented in whole school planning and decision making

- Assisting teachers with planning, monitoring and reviewing strategies they are using in the classroom
- Be able to view High Quality Teaching through the SEN lens
- Encourage SEND pupils to take responsibility for their own learning
- Encourage pupils to become independent learners in cooperation with subject teachers

Personal/professional qualities

- Integrity
- Team player
- Excellent organisational skills and time management
- Thoroughness
- Dynamism
- Flexible/creative thinker
- Excellent communicator including the ability to listen to others