



JOB DESCRIPTION

Job Description: SENCO	Reporting To: Assistant Headteacher
Job Purpose	
<p>At The Hub School we recognise that our learners have specific additional needs that sometimes present challenges in their development and learning. Our vision is to ensure that they are able to engage in highly effective learning experiences to motivate them to learn, achieve and progress.</p> <p>The postholder will have a strategic overview of SEND and take a lead in developing and implementing SEND practices across the school, ensuring sustained progress for students with SEND.</p> <p>The post holder will contribute to raising standards, both academic and pastoral, to ensure the school builds a reputation for excellence. Inspiring and influencing others, the post holder will believe in the fundamental importance of education in young people's lives, actively promoting the value of education within and beyond the school.</p> <p>With a passion for improving the life chances of young people, the post holder will engage with pupils, staff, parents and carers, and the wider community, in an insightful, professional, skilful way, developing positive relationships, and reflecting all aspects of our ethical leadership competencies in everything they do.</p>	
Key Responsibilities: Specific	
<ul style="list-style-type: none">• Have strategic overview of education for students with SEND across the school, monitoring and reviewing the quality of provision.• Develop and manage high quality SEND provision across the whole school, liaising with colleagues, external agencies and parents in order to secure student success, supporting the teaching for SEND through collaboration across the curriculum.• Provide professional guidance to colleagues, including liaison with the pastoral and curriculum teams and learning support staff regarding individual student needs.• Ensure whole school compliance with statutory and legal requirements for SEND, ensure up-to-date knowledge of national and local initiatives that may affect the school's SEND policy and practice.• Maintain an accurate SEND register, databases, student profiles and graduated responses.• Organise and support intervention groups where appropriate.• Analyse and report on assessment data and examination results as required by the Senior Team and the governing body.• Contribute to and support the planning and completion of exam access arrangement assessments.• Produce and review student profiles and SEND support plans to ensure that student records are up-to-date and support quality first teaching.• Review education, health and care plans (EHCP) through the annual review process.• Support departmental staff through the provision of appropriate training, support and guidance, as and when required.• Ensure that all non-specialist staff receive adequate training and guidance to carry out their roles effectively.• Support the induction of new staff (including ECTs) and ITT students as required, assisting with teaching practice as a leader and expert in the school.• Provide guidance to colleagues on teaching students with SEND or EAL, including advice on the graduated response of support.• Work professionally and effectively with other schools and settings, educational psychologists, health and social care professionals, and other external agencies.• Be a key point of contact for parents/carers of students with SEND or EAL.• Ensure students and their parents/carers are kept up to date with information and guidance about all support arrangements in place, discussing their impact and effectiveness, ensuring that students, parents and carers feel able to contribute to the assessment and review of arrangements.	

- Promote the provision of extra-curricular activities and events, ensuring students with SEND are able to fully participate.
- Support the school ethos, playing a full part in the school, being a positive role model, with behaviours and decisions that align with the ethical leadership qualities.
- Ensure that the school guidelines on behaviour, presentation of work and other expectations of learning are implemented consistently and fairly.
- Implement procedures for the assessment and recording of student progress in line with school policy, national policy and the individual needs of the students.
- Attend Senior Leadership Team, Local Governing Body and other meetings commensurate with the role, as required.
- Take part in whole school duties such as those at lunch, break, start and finish times.
- Provide support and challenge to ensure the raising of standards of teaching and learning across the school through leading by example, mentoring, training and the coaching of colleagues where appropriate.
- Demonstrate an appropriate level of understanding and skill to utilise the strategies and expectations exemplified in TEAL's Teaching Charter, and to maintain the relevant Teachers' Standards at an appropriate career stage.
- Adapt teaching to respond to the needs of all pupils, demonstrating an awareness of the physical, social and intellectual development of pupils and using effective teaching strategies that respond to individual needs.
- Support a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and actively contributing to their personal development.
- Hold and articulate clear values and moral purpose, focused on providing ambitious and inclusive education for all the pupils we serve.
- Make accurate and productive use of assessment and providing pupils with meaningful feedback in line with the relevant feedback framework.
- Actively support the implementation of the School Improvement Plan (and other relevant development priorities).
- Ensure the implementation of all TEAL and school policies.
- Engage effectively with parents, carers and members of the community to resolve complaints and develop constructive relationships that support the school in realising its aims and objectives.
- Demonstrate the key values and behaviours commensurate with this post that are identified overleaf.

Key Responsibilities: General

- *The responsibilities outlined are a broad indication of the main duties and responsibilities of the post and 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.*
- *TEAL is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.*
- *TEAL/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.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *The postholder must work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018 and to ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records)*



Ethical Leadership Qualities - Values and Behaviours Framework

Values	Behaviours
Trust	<ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	<ul style="list-style-type: none"> • Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	<ul style="list-style-type: none"> • Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	<ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	<ul style="list-style-type: none"> • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	<ul style="list-style-type: none"> • Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	<ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	<ul style="list-style-type: none"> • Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.