



Role Profile: Head of Learning Support & SENDCo

Reporting To:	Headteacher
School:	King's School & Nursery
Internal Contacts:	All School non/Teaching employees, Pupils
External Contacts:	Visiting Professionals, Suppliers, Parents

Job Purpose	<ul style="list-style-type: none"> To work closely with the Head and colleagues in the strategic development of the School's Special Educational Needs & Disability (SEND) policy and provision To be responsible for the day to day operation of the school's SEND policy and coordination of special needs activity; the aim of which is to raise SEN pupil achievement and to increase staff awareness and skills to support the child with additional needs.
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Key Accountabilities	<p>1. Policy/Strategic direction and development</p> <ol style="list-style-type: none"> Exercise a key role in assisting the SLT with the strategic development of SEND policy / provision. Be responsible for ensuring changes in legislation and current research are reflected in the school's SEND policy / provision. Provide regular information to the Head on the evaluation of the School's SEND policy / provision and make recommendations for future developments. <p>2. Teaching and learning</p> <ol style="list-style-type: none"> Interpret specialist assessment and reports for SEND students to inform practice. Carry out additional specific assessments and/or observations of pupils with SEND to inform practice. Work with staff to develop effective ways of bridging barriers to learning through: <ul style="list-style-type: none"> Assessment of needs Monitoring of teaching quality and student achievement Coordination of SEN record keeping (SEN Support forms) Target setting Work with the Head and teachers to ensure all students' learning is of equal importance and that there are realistic expectations of pupils. Consider the range of teaching strategies / equipment that could be utilised for SEN students and ensure the most effective are employed. Support the identification and dissemination of the most effective teaching approaches for SEND pupils.
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- g. Undertake day to day coordination of SEND students' provisions through close liaison with staff, parents and external agencies.
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3. Leadership and management of others

- a. Promote a positive profile of the SEN department to staff, students, parents and the wider community.
- b. Provide professional guidance to staff to secure good teaching for SEN students, through training, written guidance and verbal support.
- c. Manage the teachers, teaching assistants and visiting professionals to ensure that their work effectively supports classroom teaching and the learning of pupils with SEND.
- d. To line manage the SEN Teaching Assistants.
- e. To liaise and support the Early Years SENDCo
- f. In liaison with the Head and SLT maintain and evaluate the effective deployment of staff and liaise with the Deputy Head as required.
- g. Provide analysis of progress of pupils from vulnerable groups including SEND.

4. Communications

- a. Coordinate the completion of the SEN Support forms and One Page Profiles as working documents.
- b. Encourage regular discussion and sharing of information between staff regarding individual pupils inc. use of SEN paperwork.
- c. Establish and maintain a productive dialogue with parents via parent consultations, open days and other public occasions as directed.
- d. To apply for special arrangements for the 11+, where appropriate.
- e. Liaise with SENCOs in feeder/receiving schools to ensure the best interests of pupils with SEN are protected at key transition points.
- f. In consultation with the Head and SLT maintain a directory of appropriate 'specialists' and outside agencies, able to provide local support, and liaise with these agencies effectively as appropriate.

5. Training & development of self and others

- a. Advise on and contribute to the professional development of staff, including whole school INSET provision
- b. Regularly review own practice, set personal targets and take responsibility for own development.

6. General administration

- a. Maintain the school's register of SEN pupils and collate and update related records, ensuring they are available for reference with due consideration for confidentiality.
- b. Organise and manage reviews of children with EHC Plans

7. Management of resources

- a. In liaison with the Head and SLT maintain and evaluate the effective deployment of budget and resources through the maintenance of a provision map.

General requirements	<p>All school staff are expected to:</p> <ol style="list-style-type: none"> Work towards and support the school vision and the current school objectives outlined in the School Improvement Plan. Contribute to the school's programme of extra-curricular activities. Support and contribute to the school's responsibility for safeguarding students. Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors Work within the School's Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues. Engage actively in the performance review process. Adhere to policies as set out in the Cognita Employee Handbook Undertake other reasonable duties related to the job purpose required from time to time.
Review and Amendment	This job description should be seen as enabling rather than restrictive and will be subject to regular review.

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

Person Specification

Skills Required

Excellent interpersonal skills including the ability to relate well to people on all levels, to resolve conflicts in a sensitive manner, to encourage and motivate.	Essential
Ability to work effectively as a member of the School team, to show initiative and imagination, to have vision and the ability to inspire others.	Essential
First class organisational and administrative skills, with the ability to remain calm under pressure and work to tight deadlines, managing competing priorities.	Essential
High level of classroom teaching skills	Essential
The ability to make points clearly and understand the views of others; excellent written and spoken English	Essential
Ability to use data effectively to impact on student achievement	Essential
Excellent ICT skills	Essential

Knowledge Base

An awareness of recent important national educational developments.	Essential
A clear understanding of recent developments in teaching and learning.	Essential
Good working knowledge of common ICT applications, with a clear understanding of the potential for ICT in enabling more innovative and effective approaches to support learning & teaching.	Essential

Qualifications/Attainment/Experience

A well-qualified graduate with QTS or the equivalent gained through experience and knowledge of current learning support strategies .	Essential
National Certificate for SENCOs or equivalent through experience	Essential
Competent user of ICT to support classroom work, pupil assessment and record-keeping.	Essential

Attitude/approach

Need to be energetic, flexible and empathetic; most of all, a strong conviction that every child can acquire strategies to ensure that they fulfil their true potential.	Essential
A sensitivity to the needs of young people	Essential
Personal integrity, honesty, energy, stamina, enthusiasm	Essential
Commitment to the model of an all-through school	Essential
Commitment to personal development and life-long learning	Essential

Pay and Conditions

- All teachers at King’s School and Nursery are eligible to belong to the Teachers’ Pension Scheme.
- The School is committed to staff development: there is an annual performance management scheme and regular opportunities for continuing professional development. We run an Induction Programme for all new staff.
- There is a no smoking policy.

Signed: **Name (print):**

Date: