**Queens Park Primary School**

“A kind and inclusive learning community, with high expectations for all”

SENCO
Job Information Pack

Park Street, Brighton BN2 0BN - Tel: 01273 686822

www.queenspark.brighton-hove.sch.uk

SENCO

|  |  |
| --- | --- |
| **Salary Grade:** | Teachers Main Scale/Upper Pay Scale  |
| **Contract Type:** | Permanent / Hours: 0.8 or 0.6 (to be discussed) |
| **Start Date:** | September 2022 (unless the successful candidate has to start later) |

We are looking for a SENCO to join our leadership team. This role will
involve leading and managing the delivery of exemplary SEND provision in order to ensure that all pupils
achieve their full potential.

**Our ideal candidate will:**

* Drive the schools’ vision and values in relation to SEND
* Play an active part in whole school evaluation and school improvement planning for SEND provision
* Lead, manage and monitor the SEND budgets including strategic delegation of internal and external resources in order to drive standards and secure good value for money
* Have a proven ability to advise and support all staff in identifying barriers to learning, to enable staff to plan in-class provision and interventions to meet the needs of pupils
* Be extremely capable of working under pressure and prioritising time and tasks appropriately, whilst meeting deadlines
* Work with the SLT and staff to develop effective strategies to bridge barriers to learning through the Graduated Approach (Assess, Plan, Do, Review)
* Be able to analyse data and act on it appropriately to ensure all targeted pupils are able to maximise their potential
* Have the ability to build strong and effective working relationships with the senior leadership team, wider staff, outside agencies and the local authority
* Is able to respond to safeguarding concerns in a knowledgeable and timely manner, in their role as Deputy Designated Safeguarding Lead.
* Hold the National SENCO Award, or be working towards it, unless qualified through performing the role of SENCO prior to and since September 2009.
* There is an expectation that the successful candidate can lead by example and that they have the skills to model high quality teaching and learning across the primary age range.

**We can offer you:**

* Talented, enthusiastic and supportive colleagues who are committed to continuous improvement.
* Friendly, caring pupils who support and respect each other.
* An inclusive school serving a wide and diverse community.
* A happy, positive and vibrant working environment.
* Excellent opportunities for professional development.
* An ethos that is ambitious for all.

Job description

|  |  |
| --- | --- |
| Job title: | SENCO  |
| Reports to: | Headteacher |
| Pay range: | TMS / UPS  |

**PURPOSE OF JOB**

To lead, manage and monitor SEND provision across the school in accordance with the published SEN policy and the SEND Code of Practice. To model and promote high expectations and standards within a values-driven environment in order to secure the best possible outcomes for all pupils. Responsible for SEN teaching and learning provision, designated support staff and liaising with relevant staff, external agencies and parents.

To be one of the Deputy Designated Safeguarding Leads for the whole school.

# Duties and responsibilities

Strategic development of SEN policy and provision

* Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
* Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
* Make sure the SEN policy and SEN Information Report is put into practice and its objectives are reflected in the school improvement plan (SIDP)
* Maintain up-to-date knowledge of national and local initiatives that may affect the school’s policy and practice
* Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
* Work closely with the governor responsible for SEN to ensure accountability and liaison with governing body

Operation of the SEN policy and co-ordination of provision

* Maintain an accurate SEND register and provision maps and ensure Individual Learning Plans are to date and reflect needs. Benchmark SEND register against local and national figures
* Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
* Advise on the use of the school’s budget and other resources to meet pupils’ needs effectively, including staff deployment
* Be aware of the provision in the local offer
* Work with early years providers, other schools, educational psychologists and other professionals from the Brighton and Hove Inclusion Service, health and social care professionals, and other external agencies
* Be a key point of contact for external agencies, especially the local authority (LA)
* Analyse assessment data for pupils with SEN or a disability and recommend ways forward for these children, and identify training needs for school
* Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

* Monitor individual children to identify when there is a SEND need
* Co-ordinate provision that meets the pupil’s needs, and monitor its effectiveness including managing the placement of Teaching Assistants and other support staff
* Refer to relevant services for pupils as needed
* Ensure records are maintained and kept up to date
* Review the education, health and care plan (EHCP) annually or as needed, with parents/carers, external supporting agencies, health and social care professionals and the pupil where appropriate
* Communicate regularly with parents/carers
* Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil, and ensure information is sought, received and communicated for incoming children
* Lead on the transition for children with SEND coming into Reception and leaving to secondary school, including liaising with nurseries and secondary schools
* Promote the pupil’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
* Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability – will the SENCO be the designated teacher for LAC

Strategic Leadership

* To carry out a key role in the strategic development of our SEND policy and whole school provision
* To play an active part in whole school evaluation and school improvement planning for SEND
* To provide an effective link with the SEN governor and produce termly updates and an Annual SEN
* Report for the Governing Body
* To actively monitor and respond to SEND initiatives at national, regional and local levels
* To be responsible for producing and updating key documents relevant to the role including statutory documentation
* To ensure that all policies are fairly and consistently applied, secure their compliance and monitor, review and evaluate their impact
* To lead, manage and monitor the SEND budget including strategic delegation of internal and external resources in order to drive standards and secure good value for money
* To engage, prioritise and deploy external agency support according to need
* To maintain the strong working relationship with the Local Authority SEN team
* To support the school ethos, playing a full part in the life of the school, and to be a positive role model

Support for the School

* Contribute to the overall ethos of the school through embracing and promoting the school's vision.
* Be aware of and comply with all school policies and procedures; including safeguarding, Health, and Safety, confidentiality, data protection and Whistle blowing, reporting all concerns to an appropriate person
* Be aware of and support difference and ensure pupils have equal access to opportunities to learn and develop
* Model professional behaviour towards staff members, pupils and their families at all times
* Understand the importance of confidentiality and data protection, ensuring public conversations about colleagues, pupils and families are respectful and professional
* Share the responsibility for safety, health and welfare of children and colleagues at all times, ensuring that

 everyone feels safe at all times reporting all concerns to an appropriate person

* Appreciate and support the role of other professionals
* Attend and participate in relevant meetings as required

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Your duties will be as set out in the above job description but please note that the Council reserves the right to update your job description, from time to time, to reflect changes in, or to, your job. You will be consulted about any proposed changes.

Person specification

|  |  |  |
| --- | --- | --- |
| Commitment to Vision |  | Model and share the school's vision and ethos. |
| Experience |  | Experience and understanding of the education of EYFS, KS1 and KS2 |
|  |  | Evidence of exemplary SEND practice in either Foundation, Key Stage 1 or Key Stage2 |
|  |  |  Experience of working and supporting pupils with a range of needs |
| Qualifications |  | Have gained qualified teacher status- Essential. |
|  |  | Hold the National SENCO award, or be working towards it - unless in SENCO post prior to September 2009 |
|  |  |  Evidence of recent and appropriate professional development |
| Teaching & |  | Experience of having led/supported provision mapping and Pupil Premium |
| Learning |  | provisionExperience of having led/supported curriculum planning and development, particularly related to SEND |
|  |  | Understanding of equalities to ensure that classroom organisation and practices are inclusive and not discriminatory |
|  |  | Proven ability to identify barriers to learning, plan, advise and support staff, monitor and evaluate provision, to ensure strong pupil progress |
|  |  | Ability to identify and provide appropriate resources to ensure that pupils with SEND can access a stimulating learning environment that will support their learning |
|  |  | Ability to liaise with parents and colleagues to ensure smooth/effective transitions between year groups and to other schools, especially for pupils with EHCPs |
|  |  |  |
| Skills |  | Ability to build strong and effective working relationships with the senior leadership team, wider staff, outside agencies and the local authority |
|  |  | Ability to use own initiative and work as a member of the wider school team |
|  |  | Have excellent communication skills (including written, oral and presentation) |
|  |  | Extremely capable of working under pressure and prioritising time and tasks appropriately, whilst meeting deadlines |
|  |  | Confident and competent in ICT (including SIMs) |
|  |  | Ability to oversee assessment procedures and analyse data, using this to drive school improvement and diminish the differences |
|  |  | Ability to maintain appropriate records, produce and manage paperwork including Annual Reviews |
|  |  |  Produce and present reports appropriate to audience including SLT, governors and LAHave a sound understanding of the principles of budget management working |
|  |  |
| within financial constraints to ensure effective use of resources |
|  |  | Ability to line manage and appraise support staff and teachers |
|  |  | Ability to respond to safeguarding incidents in an appropriate and timely manner |

How to apply

Key Information

|  |  |
| --- | --- |
| **Role:** | SENCO  |
| **Salary Grade:** | Teachers Main Scale/Upper Pay Scale  |
| **Contract Type:** | Permanent – Hours: 0.8 or 0.6 (to be discussed) |
| **Start Date:** | September 2022 (unless the successful candidate has to start later) |

**Tours**

Applicants are encouraged to visit the school before submitting an application.

Should you wish to arrange a tour, please contact Kelly Bassett on 01273 686822 (between 08:00- 15:30) or email admin@queenspark.brighton-hove.sch.uk

**Applying for the role**

Applications must be made on the application form provided.

Please read the Job Description and Person Specification carefully, as candidates should address these selection criteria in their application.

**The closing date for applications is: Monday 14th July 2022**

Interviews

All applications will be acknowledged and shortlisted candidates will then be provided with further information regarding the interview process. References will be taken up at this stage.

**Shortlisted applicants will be invited to interview on: 7th or 8th July 2022**

**Safeguarding**

The appointment will be subject to references, along with the necessary recruitment and safeguarding checks. The school is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment