



FARNBOROUGH HILL

WHOLEHEARTEDLY

JOB DESCRIPTION

SENCO and Head of Learning Support

Core Purpose

- The Special Educational Needs Co-ordinator (SENCO) and Head of Learning Support (LS) with the support of the Headmistress and Governing Body, takes responsibility for the day-to-day operation of provision made by the School for pupils with SEND and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all our pupils.

General

- To support the aims, values and ethos of the School and to contribute to the implementation of the School's Mission Statement.
- To be accountable to the Deputy Head - Academic and to perform such duties as they may reasonably direct.

Specific Responsibilities

- Maintenance of an accurate and up to date SEND register;
- Monitoring of effectiveness of provision for pupils on the SEND register;
- Working with the Admissions team to ensure that prospective and new pupils are appropriately and compassionately assessed, and that all admission decisions are evidence-based;
- Assessing the need for examination Access Arrangements and completing all relevant paperwork for the fair establishment of these, including applications to JCQ;
- Providing all relevant information regarding Access Arrangements to the School's Examination Office, in time for these to be implemented for Public Exams and relevant Internal Assessments. This will include the use of scribes, readers, separate rooms and additional technology.
- Ensuring that colleagues are aware of any Access Arrangements they should have in place for formal internal assessment and coursework and instructing them to keep any records that may be necessary;
- Giving active reassurance and support to pupils with SEND who are taking public examinations and communicating with their parents as necessary;
- Leadership and oversight of intentional and consistently-delivered learning through high quality, responsive provision, that supports all our pupils in accessing both the core subjects and the wider curriculum;
- Excellent learning progression and pupil outcomes throughout the school that exceed baseline expectations and seek parity of progression with the wider cohort;
- Departmental monitoring and tracking, identifying and acting to address pupil underperformance, and to push the progress and learning ambition of pupils at all levels, in collaboration with the Heads of Year;
- Active and regular collaboration with the Heads of English, Mathematics, Science and the Librarian to improve literacy and numeracy access to all curriculum subjects;
- Cross-curricular collaboration with departments promoting language and communication skills;

- Regular SEND department communication and collaboration, including purposeful, minuted department meetings;
- Line management of colleagues in the LS team;
- A collaborative and proactive approach to staff performance and quality assurance of lessons and opportunities in the department;
- Support for colleagues in the LS department and the wider school for developing their teaching practice through provision of targeted and high-quality CPD;
- Maintaining a broad knowledge of exam board syllabus requirements;
- Arranging good quality 'lesson cover' where absence arises within the LS team;
- Contributing to performance management of colleagues.

Strategic Leadership and Management

- Develop and implement the School's SEND strategy in line with the School Development Plan;
- Regularly review and update the SEND Policy;
- Keeping up to date with key developments in good teaching practice for pupils with SEND;
- Ensuring staff training in teaching pupils with SEND equips colleagues to make fully-informed and high-quality provision for all our learners;
- Keeping up to date with changes to the JCQ Exam Regulations surrounding Access Arrangements
- Manage the SEND budget, ensuring funds are used effectively to provide value for money and maximum impact;
- Provide termly reports to the Governing Body and the SEND Governor regarding the progress and attainment of SEND cohorts.

Teaching, Learning and Intervention

- Oversee internal screening tests and follow up with parents and teachers where indicated;
- Lead the staff in adaptive teaching, providing training and ongoing coaching to meet individual learners' needs;
- Design and oversee evidence-based interventions for pupils requiring SEND Support including those with Education, Health and Care Plans (EHCPs). Our first ISPs will be introduced from September 2026;
- Use the school data system (Pupil Progress) to track the progress of pupils with SEND, identifying and closing attainment gaps compared to their peers.

Communication and External Liaison

- Act as the primary point of clinical and educational contact for parents/carers of children with SEND;
- Coordinate with Educational Psychologists, Speech and Language Therapists (SALT), and CAMHS;
- Manage the transition of pupils with SEND from KS2 to KS3 and onwards to Post-16 education.

Skills, Knowledge and Experience

- Qualified Teacher Status (QTS);
- NPQ for SENCOs (or NASENCO if completed before 2024). NB New appointees must complete the NPQ within 36 months of taking up the role;
- Substantial experience in secondary teaching and evidence of middle or senior leadership responsibilities or a comparable whole-school role;

- Expert-level knowledge of the SEND Code of Practice (0–25) and the Equality Act 2010;
- High emotional intelligence, resilience, and the ability to manage difficult conversations with stakeholders;
- Experience of teaching SEND pupils, ideally within the 11-18 age group;
- Knowledge of the current JCQ Regulation and Access Arrangements provision;
- Strong organisational and time management skills;
- Professionalism, reliability, trustworthiness and confidentiality;
- Being a team player as well as able to take a lead role;
- Supporting and being an ambassador for the Schools' Mission Statement;
- Being a good communicator and motivator;
- Consistently having a positive and constructive approach and attitude;
- Being a reflective practitioner who actively keeps up to date with research and trends in Learning Support and teaching and learning generally;
- Working effectively with teachers, pupils and parents;
- Contributing to the wider life of the school;
- Having up to date knowledge of current legislation/statutory requirements and the regulatory requirements for SEND in relation to school inspections.