



JOB DESCRIPTION

The key task of SENCO is to ensure that SEND (Special Educational Needs and Disabilities) and EAL (English as an Additional Language) provision is both efficiently and effectively managed, at Homefield. Working with the Senior Leadership Team, the range of responsibilities delegated to the SENCO with regard to the provision and coordination is outlined below:

Job purpose:

To lead and coordinate outstanding provision for pupils with Special Educational Needs and Disabilities (SEND) throughout the school, ensuring that teaching is effectively adapted to meet individual needs and that all pupils make strong progress from their starting points. The role promotes an inclusive, supportive learning environment in which pupils are fully engaged in both academic and wider school life, whilst contributing to their wellbeing, confidence and independence.

Working in close partnership with pupils, parents, staff and external specialists, the SENCO will ensure that provision is evidence-informed, regularly monitored and aligned with the school's high standards of teaching, learning and pastoral care.

Accountabilities Policy/Strategic direction and development

- Exercise a key role in inclusion by contributing to planning for strategic development of SEND policy / provision within the school.
- Be responsible for ensuring changes in legislation and current research, as reflected in the whole school's SEND policy, are delivered consistently and in a timely manner.
- Promote an inclusive learning environment where all pupils can thrive and SEND pupils are fully included in school life.
- Contribute to school inspections, reports and school reviews as required.
- Contribute to the effective management of SEND-related budgets and resources where applicable/required.

Leadership and management

- To take responsibility for SEND and its policies and practices within the school, including updating policies and materials for staff in liaison with the Assistant Heads (Academic and Pastoral).
- Responsible for SEND policy, EAL policy, Laptop Agreement, and Access Arrangements.
- To maintain an EAL, Laptop, Access Arrangement, OT/SALT and Pupil In Need (PIN) Register. Ensure that data systems are updated regularly based on individual needs.
- To oversee the assessment and timetabling of boys receiving OT or SALT at school from private therapists or those employed by the school, support HR with documentation and liaise with specialists.
- To monitor the use of personal laptops, assist boys with the organisation of their work and support boys with printing work.
- To identify and assess boys who may be eligible for Access Arrangements, monitor them in examinations.
- To ensure senior schools have the relevant information regarding boys requiring Access Arrangements. Provide ISEB forms and provide references as requested. Support the Headteacher in the completion of reference-gathering forms.
- To develop strong and effective partnerships with parents, keeping them well informed of targets, achievements and any information linked to external assessments.
- To refer pupils to CAMHS and other specialists, signpost parents to a recommended list of specialist support.
- To be the point of contact for outside agencies regarding external assessment, ensure key staff complete questionnaires and are returned in time for the assessments. Facilitate in-school assessments and observations.
- To complete the Educational Health Care Plan (EHCP) process, lead and attend review meetings for boys with EHCP as required.
- To meet with the Assistant Head (Academic) to report on progress within the school and with the teachers to agree on best practices and support approaches.

- To complete and review the SEND Development Plan.
- To report termly to the Headteacher on the Learning support needs of all the boys on the PIN Register.
- To engage themselves and other colleagues in appropriate training courses.
- Promote a positive profile of the SEND department to staff, pupils, parents and the wider community.
- Provide professional guidance to staff to secure excellent teaching for SEND pupils, through a variety of formats e.g. staff training; written advice; drop-in sessions.
- As required, manage specialist staff, including, where applicable, peripatetic or contracted staff, to ensure that their work supports classroom teaching and the learning and progress of pupils with SEND.
- Contribute to the performance management process for SEND teachers and Teaching Assistants as required.
- Be instrumental in supporting pupils' emotional, social and academic development across all age groups of the school.
- Coordinate input from external professionals to enhance provision where appropriate.
- Monitor and evaluate the effectiveness of SEND provision through data and qualitative feedback.

Teaching and learning

- To identify and adopt the most effective teaching approaches (including interventions) for pupils with SEND and EAL.
- To plan and deliver individual and group lessons to a high standard or advise on the same.
- To respond to concerns raised by colleagues regarding boys' potential learning difficulties.
- To offer support, strategies and guidance to all staff with the completion of Personal Support Plans (PSPs) or subject planning.
- To set and review APDR teaching targets for SEND boys receiving additional support at least twice a year.
- To write and review end-of-year reports for boys receiving additional support.
- To attend relevant meetings and committees by commenting on the performance of individual boys or the impact new and/or current procedures may have on individual boys with SEND or EAL.
- To oversee the timetabling for individual/group support.
- To provide regular staff INSET and updates in agreement with the Senior Leadership Team.
- Ensure all teachers recognise their statutory duties regarding the teaching of boys with SEND and EAL.

Provision and Support:

- To run regular assessments to monitor the progress of Learning Support boys.
- Oversee the early identification of pupils through screening and assessment procedures; collect and interpret specialist assessment data for SEND pupils to inform practice.
- Ensure high-quality personalisation and adaptive teaching across the curriculum that gives pupils with SEND the most positive learning experience possible.
- Managing and overseeing the work of the Emotional Literacy Support Assistant.
- To monitor and interpret school assessment data to identify any concerns.
- To ensure that the staff and, in particular, the Assistant Head (Academic) have an updated list of boys entitled to Access Arrangements in internal and external examinations.
- To liaise with parents regarding learning support for their son. Support parents through the early identification process and the possible need for assessments and then update them on progress and whether intervention is required.
- To assess and monitor the support required by EAL boys. Ensure staff provide targeted support based on each stage of the EAL learner.

Communications

- Lead regular SEND briefings and updates for staff.
- Establish collaborative and transparent communication with parents regarding pupils' progress and support strategies.
- Work closely with pastoral and safeguarding staff to ensure a holistic approach to meeting pupils' needs and to ensure that vulnerable pupils are supported effectively.
- Encourage a two-way dialogue with school staff to ensure SEND pupils, and possible SEND pupils, are best supported.

- Act as a point of reference/contact point regarding staff and parent queries relating to consideration for examination access arrangements for pupils.

Mental Health

- Developing and overseeing the whole school approach to mental health and wellbeing, to enhance our curriculum and pastoral systems to improve the lives of children and young people affected by mental health problems. To manage and influence strategies in collaboration with other stakeholders across the school.
- To have an influence on policy relating to children and young people's mental health.
- To lead relevant INSET and liaise with other members of school staff to support with individual cases.
- To work alongside the ELSA to ensure we are effectively supporting pupils with mental health needs or emotional wellbeing needs or those identified to be 'at risk'.
- To communicate effectively with parents, pupils, form tutors and HOYs with regard to feedback and next steps, ensuring their views are sought and heard as required.
- Have knowledge and links with local mental health services and referring children to them when appropriate.
- Have oversight of any interventions being delivered in the school.
- Developing links with local mental health services (e.g. CAMHS) Referring pupils to NHS services when appropriate.
- Sharing information about pupils with mental health needs with other members of staff where appropriate, so that there can be support throughout the school environment.

General Requirements

All school staff are expected to:

- Work towards and support the school vision and the current school objectives outlined in the School Development 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, Equity and Inclusion 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 all Homefield Prep School policies.
- 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.

Candidate and Person Specification

The successful candidate will have, or be able to demonstrate, the majority of the following. We would expect this to be reflected in the written application and, if shortlisted, through to interviews:

Personal Characteristics

- Excellent communication and inter-personal skills
- Ability to communicate clearly and accurately in speech and writing
- Strong organisational and leadership skills
- Excellent time management and prioritization skills
- Empathy, patience and a child-centred approach
- Resourceful and resilient, able to work under pressure
- Approachable and empathetic
- Able to work independently, but with a strong team ethic
- Pro-active, organised, flexible
- Creative thinker and reflective practitioner
- Commitment to inclusive education

Person Specification

Teaching qualification:

- A recognised qualification in at least one area of SEND
- Comprehensive knowledge of the SEND Code of Practice and other relevant legislation
- Knowledge of a range of learning differences (e.g. dyslexia, ADHD, Autism)
- Knowledge required to analyse assessment data
- Knowledge of adaptive teaching approaches and personalisation strategies

Desirable Experience

- Experience of regular teaching covering a range of abilities and ages
- Experience of teaching pupils with SEND
- Familiarity with EHCP processes
- Experience of working with external agencies
- Experiences of using SIMS/CPOMS/Provision Map
- Experience of managing support staff or teaching assistants