

Job Description

Title of post	<i>Head of Learning Support & Inclusion (SENCo)</i>
Salary	<i>MPS / UPS plus TLR 2.2 (£5,709)</i>
Hours of work	Full Time
Line manager and responsible for reviews	<i>Assistant Headteacher</i>

Purpose of the Post

The SENCO, under the direction of the headteacher, will:

Be responsible for operation of the SEND policy and co-ordination of specific provision to support individual students with SEND or a disability

- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Responsible for strategic development of the learning support and inclusion structures
- Fulfil the responsibilities of a teacher, as set out in the STPCD, as required

Duties and Responsibilities

1. Strategic development of SEND policy and provision

- 1.1 Make sure the SEND Code of Practice, HHS SEND policy and HHS SEND Information Report are put into practice and the primary objectives are reflected in the whole school improvement documentation
- 1.2 Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- 1.3 Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

2. Operation of the SEND policy and co-ordination of provision

- 2.1 Maintain an accurate SEND register and provision map
- 2.2 Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEND support
- 2.3 Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment
- 2.4 Be aware of the provision in the local offer
- 2.5 Work with other schools, alternative education providers, the local authority, educational psychologists, health and social care professionals, and other external agencies, acting as the key point of contact for professional partners

- 2.6 Analyse assessment data for students with SEN or a disability
- 2.7 Implement and lead intervention groups for students with SEN, or as part of the Learning Support or Inclusion provisions and evaluate their effectiveness
- 2.8 Have knowledge of and lead all process around statutory assessments

3. Support for students with SEN or a disability

- 3.1 Identify a student's SEN
- 3.2 Co-ordinate provision that meets the student's needs, and monitor its effectiveness by utilising the Assess, Plan, Do, Review cycles
- 3.3 Secure relevant services for the student by making necessary referrals
- 3.4 Ensure records are maintained and kept up to date
- 3.5 Review the education, health and care plan (EHCP) with parents or carers and the student
- 3.6 Communicate regularly with parents or carers
- 3.7 Ensure if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student
- 3.8 Promote the student's inclusion in the school community and access to the curriculum, facilities and extracurricular activities
- 3.9 Act as the designated teacher for looked-after children, irrespective of whether the looked-after student has SEN or a disability
- 3.10 Act as the designated teacher for EAL students, irrespective of whether the student has SEN or a disability
- 3.11 Represent the school at statutory meetings such as mediation and tribunals

4. Leadership and management

- 4.1 Work with the Assistant Headteacher, senior leadership team and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- 4.2 Work with members of the Senior Leadership Team in the development, review and evaluation of the learning support and inclusion provisions.
- 4.3 Prepare and review information the governing board is required to publish
- 4.4 Contribute to the school improvement plan and whole-school policy
- 4.5 Identify training needs for staff and how to meet these needs

- 4.6 Lead CPD for teaching staff and contribute to the culture of continuous professional development for educational support staff, where learning and development activity is closely linked to individual, team and organisational priorities
- 4.7 Share procedural information, such as implementation of the school's SEND policy
- 4.8 Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEN or a disability
- 4.9 Effectively lead and line manage the Learning Support and Inclusion teams ensuring high standards and expectations are embedded across the provision quality assuring students educational experience of all levels.
- 4.10 Lead staff appraisals and produce appraisal reports
- 4.11 Review staff performance on an ongoing basis
- 4.12 Liaise with members of Learning Support, Inclusion, Attendance and Pastoral Teams, as appropriate, with parents/carers in the support of learners. Attend parents' evenings when required.

5. Teaching and Learning Responsibilities

- 5.1 To effectively plan and teach lessons that are stimulating, relevant and well structured to a wide range of abilities, social, emotional and communication needs to ensure all students are able to participate and reach their full potential.
- 5.2 Implement assessment procedures in accordance with Harrogate High School policies and the requirements of awarding bodies and prepare and participate in internal and external verification and moderation procedures including attendance at associated meetings.
- 5.3 In accordance with Harrogate High School policies and guidelines, maintain course and learner records; carry out tracking and monitoring of learner performance and provide information, data and statistical returns as required, using student record information systems as required.
- 5.4 Contribute to the preparation of course materials.
- 5.5 To ensure that individual behaviour strategies are incorporated into all planning for teaching and learning, are rigorously monitored and evaluated and appropriately changed when required.
- 5.6 To participate in all aspects of assessment, ensuring any assessment reflects the learning needs of our students.
- 5.7 Work collaboratively with members of Learning Support, Inclusion and Pastoral Teams in setting up joint targets and implementing appropriate intervention programmes.
- 5.8 To track the progress of students using the available data and monitor the impact of intervention.

6. Other areas of responsibility

- 6.1 The SENCO will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.
- 6.2 Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- 6.3 Develop a holistic approach to meeting SEND, Social, Emotional and Mental Health needs, enabling learners to make good progress by working with other teachers, support staff, families and external agencies.
- 6.4 Support the reflective and restorative culture taking into account the personal, social and emotional needs of students.
- 6.5 Promote equality of opportunity and diversity in all aspects of the job and challenge inequality and discrimination and/or report concerns as appropriate.
- 6.6 Work as a member of the team, planning cooperatively, sharing information, ideas and expertise.
- 6.7 Establish good relationships with families to promote students' learning and development.
- 6.8 Contribute to the development and implementation of Individual Education/Behaviour Plans, Risk Assessments, Personal Care and intervention programmes for students.
- 6.9 Establish therapeutic relationships with students and interact with them according to individual needs.
- 6.10 To provide support in the delivery of specialist interventions, taking a lead where appropriate.
- 6.11 To develop and enhance expertise in supporting students with complex SEND, social, emotional and mental health needs by attending training and working alongside relevant internal and external professionals such as psychologists and therapists.
- 6.12 Provide outreach to those students unable to access the curriculum within school.
- 6.13 Carry out administrative tasks related to courses and attend meetings as required by Senior Leadership Team.
- 6.14 Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 6.15 Support the Senior Leadership Team in all health and safety matters and take reasonable care for the health and safety of yourself and other persons who may be affected by your acts or omissions at work.
- 6.16 Undertake all duties and responsibilities in accordance with Harrogate High School policies and relevant legislation, inclusive of Equal Opportunities, Health & Safety, Data Protection, Child and Vulnerable Adult Protection, Financial regulations and Quality frameworks. To report any concerns to the appropriate person.
- 6.17 Lead extra-curricular activities (lunchtimes, before and after school as appropriate).
- 6.18 If required, act as a personal tutor for groups of learners

6.19 Cover classes for absent colleagues if/when required.

6.20 Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Head of Learning Support and Inclusion (SENCO) will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the role in relation to the post holder's professional responsibilities and duties.