



**JOB TITLE:** Special Educational Needs Coordinator

**REPORTS TO:** Senior Leadership Team

**BAND:** TLR 1B

### **JOB PURPOSE**

The duties outlined in the job description are in addition to those covered by the latest School Teachers Pay and Conditions Document and the Teachers' Standards document.

As SENCo, the post holder will be responsible for cultivating an inclusive learning environment throughout Orsett Heath Academy. The post holder will develop the graduated response to SEND needs at a whole school level, to support students with particular learning needs and lead staff in best practice, enabling every Orsett Heath Academy student to achieve their full potential, along with a responsibility for safeguarding and protecting the welfare of all students.

### **SCHOOL VALUES:**

The post holder will subscribe to and model the ideal that we want all stakeholders to value every single person in our school community through mutual respect, courtesy, empathy, integrity, and taking individual responsibility.

### **KEY CORPORATE ACCOUNTABILITIES**

- To actively promote the Trust's Equal Opportunities Policy and Diversity Strategy and observe the standard of conduct which prevents discrimination taking place.
- To maintain awareness of and commitment to the Trust's Equal Opportunity Policies in relation to both employment and service delivery.
- To fully comply with the Health and Safety at Work Act 1974 etc, the Trust's Health and Safety Policy and all locally agreed safe methods of work.
- At the discretion of the Headteacher, such other activities as may from time to time be agreed consistent with the nature of the job described above.
- To work with colleagues to achieve service plan objectives and targets.
- To participate in Employee Development schemes and Performance Management and contribute to the identification of own team development needs.

### **KEY RESPONSIBILITIES:**

- Identify evidence-based interventions that are matched to students' needs and ensure that these are measurable, time-limited and all staff delivering them are trained thoroughly.
- Ensure all staff are aware of the needs of each SEND student and are trained in how to meet their needs
- Build relationships with students' previous settings to create transition plans that facilitate continuity of support and learning
- Communicate regularly with parents/carers, ensuring they are aware of the support provided for their child and are involved in setting targets for improvement

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- Liaise with and support the designated teacher where a looked after/previously looked after student has SEND
- Feed into the annual School Development Plan and contribute to School Evaluation as needed
- Analyse progress data for SEND students and share/present this information when required
- To keep up to date with and respond actively to national, regional and local developments in inclusive teaching and teaching practice methodology.
- To actively monitor and respond to SEND curriculum development and initiatives at national, regional and local levels
- Work with the Senior Leadership Team to ensure that the school meets its responsibilities under the Equality Act with regard to reasonable adjustments and access arrangements, including consultations on SEND admissions

#### **LINE MANAGEMENT/MANAGEMENT OF RESOURCES:**

- Line manage the SEND Team and participate in the staff recruitment processes and future growth of the team.
- To act as an expert in SEND, providing support and advice to the Senior Leadership Team and other staff. To ensure that knowledge about the Code of Practice and teaching and learning strategies for SEND students is up to date.
- To ensure the effective efficient deployment of classroom support
- To participate, when appropriate, in the school's ITT programme
- To identify resource needs for students with SEND and to contribute to the efficient and effective use of physical resources within SEND
- To co-operate with all subjects to ensure sharing and effective use of resources to the benefit of the school and the students
- To work with colleagues and Senior Leadership to ensure that staff development needs are identified and that appropriate programmes are designed to meet the needs
- To ensure that exam entry within the department in terms of special arrangements is implemented in line with school policy and examination Board Regulations

#### **TEACHING AND LEARNING RESPONSIBILITIES:**

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher
- Set high expectations so that all students are inspired, motivated and challenged to reach their full potential
- Create a positive climate for learning, by explicitly teaching lesson routines and applying behaviour systems consistently and fairly
- To make suggestions to departments regarding the development of appropriate syllabuses, resources, Schemes of Work, feedback policies, assessment and teaching strategies to promote learning for SEND students.
- Plan and teach well-structured lessons which allow adequate time to embed new knowledge, understanding and skills and are responsive to students' misconceptions
- Nurture every student's intellectual curiosity, asking pertinent questions to deepen students' understanding

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- Systematically check students' understanding and act to correct any misconceptions
- Provide students with feedback aimed at moving their learning forward
- Review and reflect on each assessment to identify gaps in student learning and take steps to address them.
- To ensure that the department contributes to the development of literacy and numeracy across the curriculum
- To lead on relevant CPD as appropriate.
- To effectively manage and deploy teaching / support staff, financial and physical resources within the department to support designated programmes of study.
- To collect and interpret specialist assessment data gathered on students and use to inform practice

**CULTURE AND ETHOS:**

- Ensure that SEND staff implement school systems consistently and do so in a kind, supportive and respectful manner
- Develop strong partnerships and ensure regular communication with parents/carers and wider stakeholders
- Complete duties around the school, modelling best practice for all staff

**MANAGEMENT OF INFORMATION:**

- To ensure the maintenance of accurate and up-to-date information concerning SEND on the relevant management information systems
- To analyse and evaluate performance data for SEND students
- To help to produce reports within the quality assurance cycle when required
- Production of reports on examination performance, including the use of value-added data for SEND students
- To assist in the identification of access arrangements/ exam entries for students with SEND

**GENERAL INFORMATION:**

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time-to-time. Any such duties should not, however, substantially change the general character of the post.

***This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

I confirm that I have read and understood, and that I accept, the above job description:

Signature : ..... Date: ..... Name in full .....

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**SOUTH WEST ESSEX**  
COMMUNITY EDUCATION TRUST

<b>Qualifications &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Qualified Secondary Teacher Status</li> <li>• A relevant degree (or equivalent)</li> <li>• NASENCO (achieved or working towards)</li> <li>• Evidence of recent and relevant professional development</li> <li>• Successful teaching experience working with pupils from a range of socio-economic backgrounds and with a variety of learning needs</li> <li>• Experience of teaching at KS3 &amp; KS4.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Ability to use clear language to communicate information unambiguously</li> <li>• Ability to listen effectively</li> <li>• Overcome communication barriers with children and adults</li> <li>• Establishing effective partnerships with parents/carers</li> <li>• Excellent interpersonal and communication skills at all levels</li> <li>• The ability to demonstrate a positive attitude and to develop and maintain positive and supportive relationships with children, staff, parents and professional teams and agencies</li> </ul>
<b>Working with children</b>	<ul style="list-style-type: none"> <li>• Understand and implement the school's behaviour management policy to ensure a productive and safe learning environment</li> <li>• Ability to understand and support children with developmental difficulty or disability</li> <li>• Ability to plan and teach well-structured lessons based upon accurate assessment.</li> <li>• Understand and support the importance of physical and emotional wellbeing</li> <li>• Emotional resilience in working with challenging behaviours and a full commitment to inclusion on all levels</li> <li>• A passion for ensuring all children and young people achieve to the best of their abilities</li> <li>• The ability to provide a broad, balanced, relevant and creative curriculum that inspires pupils, promotes positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence</li> </ul>
<b>Working with others</b>	<ul style="list-style-type: none"> <li>• Understand the role of others working in and with the school</li> <li>• Understand and value the role of parents and carers in supporting children</li> <li>• Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults</li> <li>• Know when, how and with whom to share information</li> <li>• Experience of mentoring and coaching colleagues</li> </ul>
<b>Skills, Abilities and Knowledge</b>	<ul style="list-style-type: none"> <li>• Positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence</li> <li>• The ability to demonstrate good subject and curriculum knowledge</li> </ul>

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	<ul style="list-style-type: none"><li>• Excellent organisational and time management skills and an ability to prioritise</li><li>• A thorough knowledge and understanding of how children learn, develop and progress through life stages and events</li><li>• How IT can be used effectively to motivate children to learn - and to have a level of IT skills.</li><li>• How to plan, deliver, monitor and evaluate both teaching and the curriculum</li><li>• How to monitor, record and extrapolate relevant information to evaluate pupil progress and development and report to parents, governors and other professionals and agencies</li><li>• Up to date knowledge of current developments in education</li></ul>
<b>General</b>	<ul style="list-style-type: none"><li>• Awareness of and commitment to equality and how equalities and inclusion policies are implemented in schools</li><li>• Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil</li><li>• Good understanding of and commitment to child protection procedures</li><li>• Understand procedures and legislation relating to confidentiality</li><li>• Be prepared to develop and learn in the role</li></ul>

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