Northumberland County Council

**JOB DESCRIPTION**

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| **Post Title:** SENCo – Post 16 | | **Director/Service/Sector:** Northumberland Skills | | **Office Use** |
| **Band:**  7 | | **Workplace:** Any Northumberland Skills Campus | | JE ref: 4471 |
| **Responsible to:** Curriculum Lead SEND | | **Date:** 19.06.2024 | **Manager Level:** |
| **Job Purpose:** To take the leadership role within the Service to address the needs of pupils who need particular help to overcome barriers to learning. To develop the strategic and operational approach to SEND, ensuring that the Service is inclusive, supportive, and highly effective in meeting learners’ individual learning and development needs. | | | | |
| **Resources** | Staff | Line management of up to 6 x Learning Support Assistants and daily coordination of overall support staff across 3 campuses – Prudhoe; Morpeth and Alnwick. | | |
| Finance | | Responsible for effective utilisation of High Needs Income and Specialist ALS budget up to c£500k. To support Campus administration staff with learner enrolment and associated information as required that contribute to funding. | | |
| Physical | | Preparation and closedown of classroom and other learning environments. Shared responsibility for classroom equipment and materials. Preparing reports for an internal and external audience. | | |
| Clients | | Relevant Service learners as identified with SEND. | | |
| **Duties and key result areas:**  Use specialist skills, training, or experience to provide support for learners with Special Educational Needs, supporting their learning, raising standards of individual SEND learner achievement, and ensuring good outcomes and progress    Assist with the development and implementation of Individual Education Plans, Personal Education Plans, Educational Health Plans and Individual Learning Plans    Provide pastoral support for learners as required    Promote and Safeguard the welfare of young people in line with procedures and policies    To promote the agreed vision and aims of the Service  To set an example of integrity and professionalism  Put provision in place to ensure that progress of pupils with SEND improves relative to those without SEND  Ensure that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs  Interpret and advise on relevant procedures, regulations and legislation to inform best practice within the Service  To ensure data is managed effectively and proactively and in adherence with legislation  Develop all staff in understanding the needs of SEND pupils  Develop departmental developments of SEND provision  Monitor progress for pupils with SEND to ensure this is in line with national and regional expectations  Analyse and interpret relevant school, local and national data, support and co-create a strategic plan for SEND improvement that focuses on both an academic year but considers the planning and progression pathways for a SEND learner into a 2nd year and a 3rd year, the pathway considerations in planning is to align a SEND learner to be ready for a Supported Internship in year 3 and beyond.  Liaise with staff, parents, carers, external agencies and other stakeholders to co-ordinate their contribution, provide maximum support and ensure continuity of provision  Work with managers and leaders/teams across the Service, sharing knowledge and expertise  Ensure all tasks are carried out with due regard to Health and Safety  Provide training for teachers in how to ensure their practice meets the needs of learners with Special Educational Needs.  Work with staff to develop effective ways of bridging barriers to learning through: - assessment of needs - monitoring of teaching quality and learner achievement - target setting – IEPs  Ensure accurate records are maintained in line with the Service and legislative policy  Collect and interpret specialist assessment data to inform practice • Undertake day-to-day co-ordination of SEND learners’ provisions through close liaison with staff, parents and external agencies  To support and deliver an appropriately broad, balanced, relevant and differentiated curriculum for learners and to support colleagues as appropriate  To monitor and support the overall progress and development of learners  To facilitate and encourage a learning experience which provides learners with the opportunity to achieve their individual potential  To plan and prepare lessons as required  To contribute to the whole Service planning activities  To complete the relevant documentation to assist in the tracking of students  To work as a member of the team and to contribute positively to effective working relations within the Service  To ensure the maintenance of safe working practices and environments for all staff and learners in accordance with the policies of Northumberland County Council and relevant legislation. To risk assess learning activities.    To be committed to safeguarding and promoting the welfare of children, young people and vulnerable adults  To be committed to equal opportunities and to comply with the County Council’s diversity and equality policies.  To be committed to professional self-development making full use of training and development opportunities identified through appraisal, observations and teaching and learning development sessions. To ensure that continuous professional development is maintained throughout the year, and that vocational skills in the relevant area are maintained and up to date to meet awarding organisations requirements. To participate in the annual appraisal and six-monthly review process  The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis. | | | | |
| **Work Arrangements** | | | | |
| Transport requirements:  Working patterns:  Working conditions: | | The post may involve travel between Campuses  Regular day time and with some evening working  May involve some lone working before and after classes. | | |

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**PERSON SPECIFICATION**

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| **Post Title:**  SENCo – Post 16 | **Director/Service/Sector:** Northumberland Skills | **Ref:** | |
| **Essential** | **Desirable** | | **Assess**  **by** |
| **Knowledge and Qualifications** | | | |
| Relevant Degree Qualification  Hold the postgraduate qualification, ‘The National Award in Special Educational Needs Coordination’.  Excellent numeracy and literacy skills (Level 2);  NVQ 3 for teaching Assistants or equivalent qualifications (NNEB)  Participated in relevant training related to various national strategies e.g. literacy and numeracy  Knowledge and understanding of child protection matters and primary context and Government initiatives to raise achievement | HSAW First Aid Certificate or equivalent; | | (a), (i)  (t) |
| **Experience** | | | |
| Working with young people of the relevant age.  Working with young people with SEND/additional needs including behavioural difficulties.  Experience of identifying, providing, monitoring and evaluating teaching strategies for pupils with known barriers to learning  Experience of setting targets and monitoring and evaluating and recording progress  Can evidence high standard of teaching skills and classroom practice  Understanding of SEND categories  Awareness of the statutory requirements of the Code of Practice  Make consistent judgements based on careful analysis of available evidence | Counselling skills  Experience of managing SEND support staff. | | (a), (i) |
| **Skills and competencies** | | | |
| Able to recognise and respond to the needs of pupils with learning needs.  Excellent planning, prioritising and organisational skills and the ability to complete administrative tasks accurately and efficiently  Excellent oral and written communication skills  Excellent presentation skills with the ability to lead training  Good influencing and negotiating skills and the ability to diffuse situations  Ability to set clear expectations, to demand high standards and hold others to account  Advise and motivate staff with SEND initiatives  Ability to relate well to young people and adults.  Can work as a member of a team, understanding their role in the classroom and associated responsibilities. |  | | (a), (r)  (i) |
| **Physical, mental and emotional demands** | | | |
| Can demonstrate emotional resilience.  Ability to work under pressure and meet tight deadlines  Ability to cope with some telephone contact from difficult parents/guardians who may be challenging decisions  Able to demonstrate lengthy periods of concentrated mental attention and producing SEND data tracking and trends for informing the wider NCC SEND Team of positive destinations.  Self-motivation. |  | |  |
| **Other** | | | |
| Willingness to participate in training and personal development.  Committed to equality and diversity and safeguarding  Committed to health and safety  Committed to client confidentiality  Demonstrates integrity and upholds values and principles.  Able to independently meet the travel requirements of the post |  | |  |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation,

(o) others e.g. case studies/visits