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 ServiceTo 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 ServiceTo ensure data is managed effectively and proactively and in adherence with legislation Develop all staff in understanding the needs of SEND pupilsDevelop departmental developments of SEND provision Monitor progress for pupils with SEND to ensure this is in line with national and regional expectationsAnalyse 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 provisionWork with managers and leaders/teams across the Service, sharing knowledge and expertiseEnsure all tasks are carried out with due regard to Health and SafetyProvide 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 – IEPsEnsure 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 appropriateTo 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 requiredTo 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 ServiceTo 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 adultsTo 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 processThe 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 workingMay 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 QualificationHold 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 numeracyKnowledge 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 learningExperience of setting targets and monitoring and evaluating and recording progressCan evidence high standard of teaching skills and classroom practiceUnderstanding of SEND categoriesAwareness of the statutory requirements of the Code of PracticeMake consistent judgements based on careful analysis of available evidence | Counselling skillsExperience 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 trainingGood influencing and negotiating skills and the ability to diffuse situationsAbility to set clear expectations, to demand high standards and hold others to account Advise and motivate staff with SEND initiativesAbility 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 deadlinesAbility to cope with some telephone contact from difficult parents/guardians who may be challenging decisionsAble 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 safetyCommitted to client confidentialityDemonstrates 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