

Job Description: Primary Head of Inclusive Learning (SENCO)

Reporting to: Head of Primary

Teaching load: 50%

In addition to the duties required of a Specialist Teacher, the SENCO will lead provision for learners with Specific Educational Needs and Additional Needs and English as an Additional Language, to enable quality teaching, excellent learning outcomes and success for all learners.

Employed by: NCBIS to support the vision, positive ethos and policies of the school.

Qualifications: Degree and PGCE/ QTS, SEN and EAL Postgraduate qualifications. NaSENCO or ISENCO Award or willingness to study for this Award on appointment.

Experience: Minimum 5 years teaching

KEY DUTIES OF THE ROLE:

A. Safeguarding and Health and Safety Duties

- be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 in relation to child protection and safeguarding children and young people as this applies to the teacher's role within the school.
- ensure that the designated member of staff for child protection is made aware and kept fully informed of any concerns which the post holder may have in relation to safeguarding and/or child protection.

B. Strategic direction & development of school SEN and EAL provision

- lead on development and implementation of policies related to SEN and EAL.
- Keep up to date with best practice in SEN legislation and all aspects of inclusion.
- provide an SEN/EAL inclusion perspective across the school framework and ensure this is reflective in relevant school development plans.
- review and monitor school SEN and EAL policy, systems and resources.
- carry out an annual audit of inclusive learning provision mapping to guide strategic planning at both departmental / year group and school levels.

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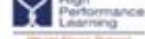


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- Use LS/EAL Register learner data - composition and learner progress - to inform effective intervention and staff deployment.
- Use LS/EAL Register learner data to develop an SEN/EAL action plan / transformation plan that clearly links with the whole school improvement plan.

C. Set high expectations which inspire, motivate and challenge teachers and learners.

- be accountable for working with all teachers to track IL/EAL Register learners' attainment, progress
- and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan support and interventions to
- build on these.
- guide pupils to reflect on the progress they have made and their emerging needs.
- assist the class teacher/subject teacher (and other professionals as appropriate), in the development of suitable modifications for inclusive learning and EAL students.
- Understand the importance of the High-Performance Learning Philosophy and implement relevant actions to support its implementation in the SEN/EAL department.

D. Demonstrate thorough knowledge of

- The SEND Code of Practice 2015 and understanding how this translates into best intervention and inclusive learning classroom practice.
- child development with regard to cognition and learning, speech, language and communication social, emotional and mental health, physical needs
- relevant subject(s) , skills and curriculum areas, to foster and maintain pupils' interest in the subject, and address misunderstandings.

E. Plan and teach well-structured lessons

- promote a love of learning and children's intellectual curiosity.
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
- teach individual students, groups and support in-class.
- Work closely with relevant departments to support the needs of EAL learners.

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F. Adapt teaching to respond to the strengths and needs of all pupils

- have a secure understanding of how the range of cognition & learning, communication & interaction, social, emotional and mental health and physical factors can inhibit pupils' ability to learn, and how best to overcome these.
- demonstrate a clear understanding of the needs of all pupils, including those with special educational needs; additional needs; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

G. Make accurate and productive use of assessment

- demonstrate effective use of quantitative and qualitative assessment to understand and monitor student progress and to provide teachers and support staff with ongoing recommendations for subject and class inclusive learning support.

H. Manage behavior effectively to ensure a good and safe learning environment

- have high expectations, clear rules and routines for behavior in classrooms, and take responsibility for promoting good and courteous behavior both in classrooms and around the school, in accordance with the school's behavior policy.

I. Fulfill wider professional duties

- demonstrate a positive contribution to the wider life and ethos of the school.
- take responsibility for improving teaching through appropriate professional development by working collaboratively and responding to advice and feedback from colleagues.
- communicate effectively across the school community.

J. Undertake duties and administrative tasks. Internationalism / Global Citizenship

- promote the school's understanding of internationalism and global citizenship.
- promote development of the High Performance and Learner Profile
- Foster an ethos of global citizenship across the curriculum

K. Leading and managing staff

- oversee the day-to-day operation of the school's Inclusive Learning policy.
- create and maintain an inclusive learning register identifying differing levels of need/support.
- develop and maintain a highly effective communication network with colleagues through regular

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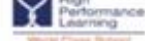


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meetings and written and verbal communication.

- coach, mentor, advise and support all staff in initiating and developing inclusion approaches in the classroom and in writing IEPs.
- ensure new staff are given appropriate guidance on Inclusive Learning policies, procedures and resources.
- support ongoing development of high-quality inclusion teaching for all learners throughout the school by monitoring/ observing learning and advising on in-class inclusion recommendations.
- Keep up to date with Inclusive Learning CPD opportunities for all staff including different models that can be used such as coaching, sharing of good practice.
- Identify staff PD needs and provide and select suitable INSET/PD training.
- Contribute to the school performance management process.
- Conduct assessments and/or diagnose SEND/EAL-related assessments where necessary during the school admissions process to determine support needed for new students.

L. Efficient/effective deployment of staff and resources

- use all school data, including existing IL register data and information gained from referrals and school admissions to deploy Inclusive Learning team members to support pupils effectively in accessing the curriculum and create and maintain staff timetables.
- Provide appropriate resources to support pupils in overcoming barriers to learning.
- Create and maintain accurate provision mapping for Inclusive Learning and EAL support.

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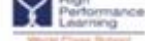


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Person Specification: Primary Head of Inclusive Learning (SENDCO).

PROFESSIONAL EXPERIENCE		
	Essential	Desirable
Degree and PGCE/ QTS, SEN & EAL Postgraduate qualifications or similar	✓	
NaSENCO or ISENCO Award (will need to study for this Award on appointment if not already achieved)		✓
Proven successful experience in leading others but particularly an Inclusive Learning team	✓	
An understanding of excellence in pastoral care, including a thorough knowledge of safeguarding and student welfare	✓	
An understanding of the 2015 UK SEND Code of Practice.	✓	
Proven ability to hold difficult conversations with students, parents and/or other key stakeholders.		✓
Ability to plan, implement and review School/Department Development Plans.	✓	
Excellent ability to use data to impact pastoral care and student's personal development	✓	
Excellent communication skills to deliver information to a number of audiences including parents, staff and children.	✓	
An excellent team player with a good understanding of teamwork and how it contributes to school improvement.	✓	

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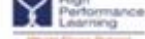


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Ability to work cooperatively and collaboratively with colleagues and to organise and motivate a team	✓	-
Ability to work on own initiative and be proactive	✓	
Ability to maintain high standards of confidentiality on all professional and safeguarding matters	✓	
Experience in using diagnostic assessments such as DASH, TOWRE, PhAB, YAA-R etc. or willingness to work towards gaining the appropriate qualifications in these assessments	✓	
Strong IT skills and ability to use Management information systems such as ENGAGE, Bluehills etc.		✓
PERSONAL ATTRIBUTES		
Drive, energy, enthusiasm	✓	-
Ability to delegate	✓	
Engaging, approachable and resilient	✓	-
Ability to challenge and support colleagues	✓	-
Willingness to be accountable for one's own and school decisions	✓	
Commitment to be a reflective practitioner who values feedback	✓	-
Commitment to excellence and of significantly raising the academic and personal achievement of all pupils	✓	-
Commitment to developing and maintaining positive relationships with all stakeholders.	✓	

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