



## **SENCO (LEARNING SUPPORT CO-ORDINATOR)**

### **JOB DESCRIPTION**

The Board of Governors invites applications for the above post. The Board seeks to appoint an energetic and dynamic leader who has the requisite skills and disposition for this rewarding and challenging position. The post will attract 3 Teaching Allowances (TA) and will commence on 1 September 2022. These Teaching Allowances are made up as follows: Two permanent Teaching Allowances allocated to the post and one additional Teaching Allowance received as funding from the Department of Education for SEN. This Allowance will continue for the duration of the funding.

The SENCO (Learning Support Co-ordinator) will report to the Assistant Principal for Key Stage 3 who is the designated senior teacher with responsibility for SEN.

The successful applicant will be allocated 35 teaching periods in his/her specialised subject(s) area. The applicant will be allocated 10 additional periods for specialised SEN work.

### **EFFECTIVE LEADERSHIP**

In carrying out his/her responsibilities, the SENCO (Learning Support Co-ordinator), liaising closely with pastoral and curricular leaders, should keep in view the aims of the school and its Catholic ethos. He/she must also ensure that the aims of SEN are in line with the School Development Plan to which the SENCO (Learning Support Co-ordinator) makes a vital contribution.

The SENCO (Learning Support Co-ordinator) will be responsible for providing dynamic and effective leadership and for information and communication in his/her area and within the school. He/she is primarily the co-ordinator of the Psychology for Learning Centre (PLC) and the greatest single influence on the quality of teaching and learning within this area. The SENCO (Learning Support Co-ordinator)'s vision for the development of the PLC will be a central aspect of this role. The SENCO (Learning Support Co-ordinator) is responsible to the Assistant Principal with Responsibility for SEN in the school and is expected to ensure that the highest of standards are maintained. The SENCO (Learning Support Co-ordinator) will be required to receive training in diagnostic testing and to oversee conduct of such tests.

The role of the SENCO (Learning Support Co-ordinator) will also involve liaising closely with the following:

- Parents
- Specialist Teachers
- Teaching Staff
- Learning Mentors
- Classroom and General Assistants
- School Counsellor
- Director of Corporate Services
- A range of other Statutory/Community/Voluntary Organisations

Major Duties and Responsibilities:

- Carry out psychometric testing on pupils for Access Arrangements (completion of the CCET course will be required).
- The development of the school's Special Educational Needs Policy (SEN) incorporating the Policy on Gifted and Talented.
- The day to day operation of the school's SEN Policy.
- Leading Identification of Need strategies within the school.
- Responding to requests for advice from other teachers.
- Co-ordinating provision for pupils with Special Educational Needs.
- Maintaining the school's SEN register including Gifted and Talented and overseeing all the records on pupils with special educational needs.
- Liaising with parents of children with Special Educational Needs.
- Compiling data for applications for Access Arrangements

- Assist the Examinations Officer in managing Access Arrangements for examination candidates.
- Liaising with the Vice Principal/Assistant Principal with responsibility for SEN/Director of Corporate Services regarding the deployment of staff within this area.
- Establishing the SEN in-service training requirements of staff and contributing as appropriate to their training.
- Co-ordinating and chairing Annual Review Meetings and leading transition programmes for students at key transition points.
- Co-ordinate and assist with operational and medical difficulties pertaining to pupil(s) disabilities or illness. This will include supporting all pupils with medication needs and managing medication through current school procedures and protocols. Act as first contact for parents and staff, and liaise with external agencies.

### **Work with Specialist Teachers, Mentors, Classroom Assistants & General Assistants**

The SENCO (Learning Support Co-ordinator) will:

- Be the direct Line Manager for all Classroom Assistants and General Assistants.
- Co-ordinate the deployment of specialist teachers, learning mentors, classroom and general care assistants.
- Ensure that arrangements for cover for absent colleagues are in place.
- Liaise with all SEN staff on a daily basis to ensure the effective operation of the school's SEN policy and procedures.
- Prepare timetables and handbooks for Classroom Assistants and General Assistants. Support the co-ordination of SEN provision, including appropriate liaison with relevant teachers.
- Ensure appropriate monitoring and evaluation of pupil progress and regular feedback to parents and other teaching staff.
- Reviewing and updating Individual Education Plans (Personal Learning Plans) and drawing up action points for care assistants, in liaison with Social Workers.
- Lead development of strategic departmental objectives and regularly monitor and evaluate the success of these programmes/SEN provision.

### **Psychology For Learning Centre**

The SENCO (Learning Support Co-ordinator) will be responsible for encouraging the development of PLC within the school and for ensuring the highest quality of teaching and learning within this area. He/She will lead this area in a process of self evaluation for improvement and employ effective target setting measures for all concerned.

The SENCO (Learning Support Co-ordinator) will:

- Provide a vision for the PLC by developing an ethos that encourages innovation and development in the area of SEN.
- Take the lead in the strategic development, planning and implementation of new developments and opportunities relating to SEN.
- Develop effective communication methods for dissemination of SEN information.
- Develop the SEN area of the school website, in consultation with those responsible for the website.
- Attend SENCO (Learning Support Co-ordinator) meetings.
- Manage, in consultation with the Assistant Principal with responsibility for SEN and the Director of Corporate Services, the budget and ensure that resources are sufficient and appropriately allocated.
- Work closely with other Heads of Department and Heads of Year to ensure that SEN Learning and Teaching strategies are central throughout the school.
- Oversee the Departmental Remote Learning Platform and establish a culture of sharing resources and practice with this area.
- Oversee Quality Assurance within the PLC and whole school.

## **HIGH QUALITY LEARNING AND TEACHING**

The person appointed to this position will have responsibility for the following:

### **Programmes of Study**

The SENCO (Learning Support Co-ordinator) will:

- Ensure a robust approach to:
  - Self Evaluation
  - Standardisation
  - Book Looks
  - Data Analysis
  - Lesson Observations
  - Pupil Voice
- Ensure that Programmes of Study are available to support:
  - Literacy
  - Numeracy
  - Social, Emotional and Behavioural Disorders (SEBD)
  - Gifted and Talented
  - Withdrawn students
  - Other identified needs
- Engage in effective Data Analysis of Assessment, Results and Performance.
- Lead Identification of Need strategies within the remit of SEN and facilitate additional support mechanisms when appropriate.
- Monitor and evaluate the SEN provision in school in line with agreed school procedures including evaluation against quality standards and performance criteria.
- Review, develop and implement strategies for sustaining high standards of delivery of SEN to match the full range of student ability and aspirations.
- Promote the use of digital technologies in relation to learning and teaching in the PLC.
- Be responsible for holding meetings and preparing agenda according to school policy. This agenda should include:
  - formulation of associated policies and planning;
  - review and evaluation of what is taught and how it is taught;
  - awareness of learning styles;
  - annual focus for development and improvement;
  - analysis of results of tests (including diagnostic testing) and examinations and strategies for tackling areas of weakness;
  - target setting and strategies to maintain and improve individual pupil performance;
  - discussion of problems that may arise regarding the progress of pupils;
  - consistent reporting, where relevant, from members on in-service courses attended;
  - discussion of strategies for encouraging pupils and celebrating their successes;
  - implementing strategies and Individual Educational Plans to support SEN and Gifted and Talented pupils;
  - collation of comment banks for reporting where relevant;
  - any other business pertaining to this area.Minutes should be forwarded to the Principal and Senior Leader with Responsibility for SEN within one week of a meeting taking place.
- Encourage staff within the Department to complete the required ICT training and support them in this area.
- Ensure that ICT is used effectively within classroom teaching and keep up to date with developments in this field in relation to SEN provision.

- Be available, if required, in an advisory capacity when applicants are being interviewed for posts within this area of the school.
- Participate in Performance Review and Staff Development (PRSD).
- Meet with the Assistant Principal with Responsibility for SEN and/or with the Principal/Vice Principal on a regular basis to discuss results and other matters pertaining to this area. This should include matters such as:
  - analysis of strengths and weaknesses
  - focus and evaluation
  - target setting for improvement
  - quality assurance procedures
  - communication with parents
  - leading the members of the PLC in using baseline tests results and internal test results as predictors of grades in external examinations
  - developing mechanisms to identify and support the Gifted and Talented pupils
  - staff development needs
  - curriculum changes and requirements
  - strategies for promotion of the PLC including overseeing the departmental Twitter account.

### **CHILD CENTRED PROVISION**

The primary role of all teachers is pastoral. The SENCO (Learning Support Co-ordinator) will take an active role in supporting the academic wellbeing of all students. He/She will liaise closely with staff to identify academic areas of need and will communicate with parents accordingly.

### **Responsibility for Pupils and for Teaching and Learning**

The SENCO (Learning Support Co-ordinator) will work with pupils

- To ensure development of 'needs led' programmes in support of young people including programmes that are curriculum related and have a direct relationship to work that is ongoing in the school.
- To ensure appropriate support is provided to our students
- To have knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils.
- Ensure all Individual Education Plans (Personal Learning Plans) are in place and are revised /updated on a regular basis and after each annual review.
- Ensure appropriate targets to address the needs of individuals are added by the pupil's teachers.
- Maintain a register for identified pupils' medical needs.
- Produce and maintain an internal and external care plan for all pupils with identified medical needs.
- Ensure that Year Heads are kept informed of any pupil whose progress or attitude to work is causing concern and that continuing support is provided.
- Assist staff, when required, in dealing with problems that may arise regarding pupils.
- Ensure that the whole school policy on Health and Safety is complied with fully.
- Ensure that the whole school policy on SEN Provision is complied with fully.
- Take responsibility for the general welfare and personal development (religious, moral, emotional, intellectual, social, physical) of students.
- Participate in appropriate meetings with colleagues, parents and outside agencies relative to duties.

### **Relationship with Members of Staff**

The SENCO (Learning Support Co-ordinator) will:

- Attend relevant Pastoral and/or Curriculum Leaders' Meetings.

## **A SCHOOL CONNECTED TO ITS COMMUNITY**

### **Relationship with the Community**

The SENCO (Learning Support Co-ordinator) will:

#### **Work with Parents/Carers**

- To maintain regular contact with families/carers of young people in need of extra support, to keep them informed of the young person's needs and progress and to secure positive family support and involvement.

#### **Working in Partnership**

- To liaise with relevant agencies/disciplines to promote an integrated, holistic approach to service delivery and ensure that there is a wide resource pool to support the programme.
- To establish links with current partnership groups e.g. community after schools provision.
- To work collaboratively with current in-house support structures.
- Liaise with examinations officer in relation to special arrangements for internal and external examinations and, if appropriate, to gather information necessary where special consideration is sought for a particular pupil.
- To promote active co-operation between the home, school and community supporting vulnerable children.
- To work alongside practitioners from other disciplines to ensure school staff are involved in the development of the initiative.
- To work with colleagues from the schools in the Ballynahinch Learning Community to share practice and experience and to work on mutual priorities.
- Use of Twitter effectively to communicate:
  - Departmental Information
  - Sharing of Next Practice
  - Celebration of success

### **Resources**

#### **Equipment**

- Ensure care and maintenance of equipment in the PLC
- Submit equipment requests to the Director of Corporate Services by the date appointed
- Submit and update an inventory to the Director of Corporate Services by the appointed date

#### **Books/Class Materials**

- Submit orders for books/other requisites by the appointed date
- Keep within the budget granted to the PLC
- Ensure that all books are returned by pupils

#### **Library List**

- Submit library list by the appointed date
- Return library books according to the arrangements of the Librarian

#### **Administration/Finance**

- Ensure completion of relevant documentation and confidential and secure file keeping.
- To produce regular reports as required by school and external agencies
- To establish appropriate recording mechanisms in relation to work.
- To comply with all the requirements of Health and Safety and Child Protection legislation, taking appropriate action where necessary.

*The successful applicant may be expected to carry out other duties as may be required by the Principal.*

### **Conditions of Service**

All staff will carry out a range of professional duties required by the Board of Governors under the direction of the Principal and be expected to work as a team within the agreed Conditions of Service for Teachers. It is hoped that teachers will carry out such extra activities as may be required in the interest of the welfare of the pupils at the School.

In the interests of career development and the changing needs of the school, all of the above duties may be amended after negotiation with the post holder. This negotiation will take place on an annual basis.

## **PERSONNEL SPECIFICATION**

### **QUALIFICATIONS**

#### **Essential Criteria**

- 1) A recognised teaching qualification as at September 2022.
- 2) Good Honours Degree (min 2:2) or equivalent.
- 3) 3 years' experience of teaching.
- 4) Experience in teaching students with Special Educational Needs.
- 5) Clearly defined interest in Special Educational Needs.
- 6) Ability to use ICT.
- 7) Experience of teaching a subject on the curriculum to A level.
- 8) Willingness to contribute to the extra-curricular life of the school and to support its ethos.

#### **Desirable Criteria**

- 1) Recent experience in a leadership role, holding at least 1 Teaching Allowance, within a school.

*Criteria for the above posts may be enhanced to facilitate short-listing.*

### **SKILLS**

The successful candidate should:

- Have high level communication skills, both written and oral.
- Be competent in the use of ICT to support teaching and learning.
- Have ability to communicate effectively to large groups of people.
- Have experience of, or demonstrate an aptitude for effective administration.
- Have effective interpersonal skills.
- Be able to lead and delegate responsibility and work effectively in a team situation.
- Be able to recognize when a decision is required and to act quickly.

### **PERSONAL QUALITIES**

The successful candidate should:

- Demonstrate an understanding of the school ethos as expressed in "Fully Alive".
- Be tactful and diplomatic in his/her dealings with others.
- Be aware of personal strengths and shortcomings.
- Be able to seek and take advice.
- Demonstrate an enthusiasm for the post.
- Demonstrate dynamism and drive.

On taking up the above post, the applicant must be a registered teacher with the GTCNI.

The Governors seek to appoint well qualified and enthusiastic teachers committed to supporting the school's Catholic ethos and willing to contribute to its extra-curricular life.