YATELEY MANOR

JOB DESCRIPTION: HEAD OF DEPARTMENT (Learning Support/SENCo)

Job Description: Head of Learning Support

Reporting to: Immediately responsible to the Deputy Head (Academic).

Key Purpose of the Role: Responsible for leading the planning and delivery of a programme of Learning Support across the school.

Author: Robert Upton

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Summary:

The Head of Learning Support will have overall responsibility, under the Deputy Head (Academic):

- To lead the Learning Support Department with due regard to Code of Conduct and regulatory requirements.
- To plan and implement a whole school programme of Learning Support, from the EYFS to Year 8.
- To strategically lead on SEND, EAL and assist with promoting wellbeing across the school. To develop innovative and effective provision in these areas.
- To liaise with the Examinations Officer to ensure students have the right access with examination and validating bodies and the appropriate provision is put in place.
- To assess potential pupils on their taster day and inform the Headmaster of the outcome.
- To teach 1:1 or with a small group Learning Support lessons as required.
- To support class teachers by undertaking observations and providing strategies or interventions to support pupil learning across the school.
- To ensure that the Learning Support Departmental Handbook and all relevant information, including Learning Profiles and IEPs, are managed and kept up to date, and held online with appropriate policy documentation.
- To implement monitoring systems to ensure effective implementation and outcomes of agreed action plans.
- To communicate proactively new developments to all appropriate staff.
- To promote pupil inclusion in the school community.

Key Accountabilities:

1. Statutory Duties

The Education (Special Educational Needs Co-ordinators) (England) Regulations Governing Body’s functions relating to the key responsibilities of the SENCO state:
1) The governing body of a relevant school must determine the key responsibilities of the SENCO and monitor the effectiveness of the SENCO in undertaking those responsibilities.

2) The key responsibilities referred to in paragraph (1) may include the carrying out, or arranging for the carrying out, of the following tasks:

   a. In relation to each of the registered pupils whom the SENCO considers may have special educational needs, informing a parent of the pupil that this may be the case as soon as is reasonably practicable;

   b. In relation to each of the registered pupils who have special educational needs

      i. Identifying the pupil’s special educational needs

      ii. Co-ordinating the making of special educational provision for the pupil which meets those needs

      iii. Monitoring the effectiveness of any special educational provision made for the pupil

      iv. Securing relevant services for the pupil where necessary

      v. Ensuring that records of the pupil’s special educational needs and the special educational provision made to meet those needs are maintained and kept up to date

      vi. Liaising with and providing information to a parent of the pupil on a regular basis about that pupil’s special educational needs and the special educational provision being made for those needs

      vii. Ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil’s special educational needs and the special educational provision made to meet those needs is conveyed to the governing body or (as the case may be) the proprietor of that school or institution, and

      viii. Promoting the pupil’s inclusion in the school community and access to the school’s curriculum, facilities and extra-curricular activities

   c. Selecting, supervising and training learning support assistants who work with pupils who have special educational needs

   d. Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs

   e. Contributing to in-service training for teachers at the school to assist them to carry out the tasks referred to in paragraph (b)

   f. Preparing and reviewing the information required to be published by the governing body pursuant to the Education (Special Educational Needs) (Information) (England) Regulations 1999(1), the objectives of the governing body in making provision for special educational needs, and the special educational needs policy referred to in paragraph 1 of Schedule 1 to those Regulations
2. Teaching and Learning Responsibilities

2.1. To ensure highest standards of academic practice are seen throughout the School, ensure quality interaction, team development, sharing of ideas and good practice through regular meetings with staff, encouraging a democratic and open style of communication

2.2. Assessment, Reporting & Recording:

2.2.1. To analyse assessment data to support pupil development
2.2.2. To quality assure the provision for SEND through observations, data analysis, book scrutiny and pupil conferencing and take the necessary interventions on areas for action.
2.2.3. To monitor the progress of pupils through the age range, both informally and formally and, in liaison with the Deputy Head (Academic), and present a coherent package of assessment data
2.2.4. To inform the Headmaster and the Deputy Head (Academic) about extra requirements for exams
2.2.5. To report to parents on progress of pupils who have extra provision
2.2.6. To develop Gifted and Talented provision in conjunction with the G&T Leader

2.3. Teaching & Learning Support:

2.3.1. To maintain the pupil records, reporting and assessment records on the school database
2.3.2. To work with all staff, and through observations, support the devising of appropriate differentiation for children with learning needs.
2.3.3. To work with all relevant outside agencies in organising formal assessments to support the children and families

2.4. Teaching Resources:

2.4.1. To manage current resources effectively and contribute to making individualised resources as appropriate.
2.4.2. To ensure school staff and the Learning Support Department are fully resourced to support the teaching and learning for all children

2.5. Curriculum:

2.5.1. To ensure that an effective whole school programme of study, from the Nursery to Year 8 is accessible by all pupils

3. Staff Development Responsibilities

3.1. To encourage all staff to extend their Continuing Professional Development portfolio through relevant training

4. General Management Responsibilities

4.1. To comply with all school policies and formulate subject policies as required.
4.2. To ensure highest standards of academic practice are seen throughout the School, ensure quality interaction, team development, sharing of ideas and good practice through regular meetings with staff, encouraging a democratic and open style of communication.

4.3. To ensure all GDPR practices are secure.

5. Consultation and Information Responsibilities

5.1. To consult as required with the Deputy Head (Academic) concerning the work of the Department.

5.2. To represent the subject at appropriate directed time meetings, contributing to whole school decision making and disseminating through subject meetings as appropriate.

5.3. To chair regular subject meetings.

5.4. To co-ordinate the provision of information to parents and colleagues about the work of the subject and the progress of pupils.

5.5. To provide relevant information on subject timetable requirements and to help organise the subject timetable in conjunction with the Deputy Head (Academic).

Measures (Key Performance Indicators):

Teaching and Learning Responsibilities
i. The quality of SEND teaching across the school meets expectations and is conducive to excellent learning for the pupils.
ii. All staff teaching the subject are fully informed of plans and developments in the department.

Staff Development Responsibilities
iii. New staff are inducted well.
iv. The quality of teaching across SEND is led effectively.

General Management Responsibilities
v. Policies and plans are completed on time and to expectations.

Consultation and Information Responsibilities
vi. Stakeholders are well informed of developments and progress in SEN.

Key Skills and Experience:

1. Qualified SENCO status (or working towards this qualification).
2. Significant teaching experience with outstanding record as teacher of SEND pupils, with excellent knowledge of curriculum requirements.
3. A clear knowledge of the SEND Code of Practice and knowledge regarding EAL provision.
4. Ability to inspire, engage and drive performance improvement. Evidence of making an impact across a school to improve standards of teaching and learning for SEND and EAL pupils.
5. Experience and relevant qualifications for the testing of pupils with SEND needs.
7. The ability to deliver CPD across the school.
8. Outstanding interpersonal skills with evidence of ability to communicate in the appropriate style with colleagues, pupils, parents and external agencies.
9. Competent, confident and inspirational presenter.
10. Highly analytical with experience of leading and managing innovation and change and developing short, medium and long term strategies.
11. High level of IT literacy.

**Key Interfaces:**

Deputy Head (Academic): responsible for monitoring the quality of learning within the school.

Teachers: responsible for the teaching of the subject to the highest possible quality.

**Operating Environment and Context of the Role:**

The Head of Learning Support is responsible for the management of all matters pertaining to SEN across the whole school, leading the development of SEN and ensuring progress of children throughout.

**Safeguarding:**

Yateley Manor School complies fully with the DfE Guidance *Keeping Children Safe in Education* and is committed to safeguarding and promoting the welfare of children. The post holder is expected to share this commitment and comply with all associated internal policies and procedures.

Applicants will be required to undergo child protection screening, including checks with past employers and the DBS.