

Life SENCo - JOB PROFILE

1. JOB TITLE

Job Title: LIFE SENCo

Reports to: Life centre manager

Salary scale: MPS +SEN Allowance (lowest pay point)

Service: Education and Lifelong Learning Directorate: Inclusion and Participation Team

2. JOB PURPOSE

To deliver education to individual pupils and small groups of pupils who are out of school. LIFE work to deliver on the post 16 provision to ensure all children are receiving a suitable education provision. LIFE work with children and young people who are post 16. LIFE will work with children and young people not on the roll of a college, young people with Education Health and Care Plans requiring provision that is bespoke to their needs, and for those who have been out of education for a period of time.

3. PRINCIPAL ACCOUNTABILITIES:

- The SENDCO, under the direction of the centre manager, will:
- Be instrumental in determining the strategic development of special educational needs (SEND) policy and provision within LIFE.
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Be expected to fulfil the professional responsibilities of a teacher.
- Be a member of the LIFE leadership team
- Assist the Centre manager in leading and managing LIFE
- Have a strategic overview of provision for pupils with SEND or a disability across LIFE, monitoring and reviewing the quality of provision
- Maintain an up-to-date knowledge of national and local initiatives which may affect LIFE's policy and practice
- Monitor the quality of SEND support by maintaining effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- Liaise with and coordinate, where necessary, the contribution of external agencies.
- Attend SENDCO Network meetings, sharing updates and best practice#
- Oversee the coordination and completion of annual reviews

Contribute to and assist the Lead teacher by:

- Attending initial meetings with parents of pupils referred to the LIFE service and liaising with the Centre manager/Course leads to coordinate the provision offer with parent and staff.
- Assisting in the timetabling of staff.
- Taking responsibility for QA of teaching and learning: undertake observations and providing feedback, on all staff on an ongoing basis, monitor staff session reports, pupil target setting, lead on assessment and the national curriculum and its implementation onto the VLE.
- Be responsible for the monitoring of daily pupil progress and target setting and advising staff on how to improve their practice and hence pupil progress.
- Ensuring effective systems of communication, including feedback about pupil's learning to inform future planning.
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff in matters relating to SEND.
- Provide guidance to colleagues on teaching students with SEND, and advise on the graduated approach to SEND support
- Advise on the use of resources to meet students' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, and within the local authority
- Analyse assessment data for pupils with SEND or a disability
- Carry out the role of Deputy Safeguarding Lead

To contribute to:

- The development, organisation and implementation of the LIFE curriculum
- LIFE policies on curriculum, teaching and learning, assessment, recording and reporting
- ensuring that the learning and teaching provided by LIFE form a co-ordinated, coherent curriculum entitlement for individuals
- ensuring that information on pupil progress is used to improve teaching and learning, to inform and motivate pupils, to inform parents, to provide necessary references for other educational institutions and employers and to SLT in their management of LIFE
- Ensuring that the individual pupil's continuity of learning and effective progression of achievement are provided

4. WORK CONTEXT

LIFE operate in a fast-paced, intricate interpersonal environment involving CYP with frequently a high level of complex needs. LIFE works with their families, work placement and colleges and with other professionals and organisations.

This post falls under the terms and conditions of employment for teachers. There is an allocated office base for the post holder but the majority of the time will be spent in delivering the requirements of the job to settings (including home and special settings) across Surrey as directed by the LIFE centre manager.

The post-holder will require an enhanced level of verbal and written communication skills, strong case management skills and have a high degree of specialist knowledge in order to deliver an effective service to high risk and high need groups within extensive statutory frameworks.

The post-holder will be expected to take part in and promote the values associated with the Education and Lifelong Learning Directorate in Surrey.

5. DIMENSIONS

Financial:

N/A

Non-Financial:

Accountability for resources relevant to position

6.

PERSON SPECIFICATION

Education, Training and Work Qualifications

Degree level with Qualified Teacher Status or equivalent

Method of Assessment

Application form and interview

Knowledge

Knowledge of current secondary and/or primary practice, including the core National Curriculum subjects.

Application form and interview

Have extensive knowledge and understanding of SEND and in particular how to build an inclusive learning environment for all learners.

Knowledge and experience of devising/monitoring individual programmes, assessment, recording and reporting.

Have an extensive knowledge of the legislation, processes and practice around SEND outlined in [Special Educational Needs and Disability \(SEND\) Code of Practice](#), the [SEND Regulations 2014](#), and the [School Teachers' Pay and Conditions Document](#).

Knowledge of the law in relation to safeguarding

Skills and Abilities

The ability to:

Application form
and interview

- Communicate effectively with learners, families, and a range of professional colleagues.
- Build an inclusive environment to be able to teach a number of children with different learning needs
- Make and implement difficult and challenging decisions in a consensual manner.
- Use all MS Office applications and electronic databases competently
- Use a flexible and adaptable approach.
- Prioritise and plan, and to make effective and efficient use of time and resources.
- Plan and deliver tailor-made programmes of support for children and young people.
- Write reports that are clear, concise, jargon-free and outcomes-focused.

Relevant Experience

Substantial experience of mainstream or special school teaching.

Experience of working with pupils with additional and complex needs including those with social, emotional and mental health difficulties and Autistic Spectrum Disorder is desirable

Line management experience is desirable

Previous experience of working as a SENCo in a school setting is desirable

Application form
and interview

Other Requirements

A positive outlook that celebrates success, builds on a framework of good practice, seeks constructive solutions to problems and a willingness to accept accountability for the management of risk.

The successful candidate will be required to provide a car for business use.

Enhanced DBS disclosure.