

**Job Description for SEN UNIT LEAD/SENCo (Associate Assistant Headteacher) WITHIN A MAINSTREAM SCHOOL (Barden Primary School)**

# SCHOOL: Barden Primary School

**Job Title:** **Associate Assistant Headteacher (SEN)**

**Grade:** Leadership Pay Scale 1-6

**Directly responsible to**: The Headteacher

**Directly responsible for:** All staff working within the unit

**Principle Responsibilities:** To undertake the principal responsibilities set out in the Teachers’ Pay and Conditions document, together with the additional duties set out below

**Main Duties and Responsibilities/ Accountabilities:**

**Relationships with pupils**

1. High expectations of all pupils.
2. A commitment to pupils achieving their full potential.
3. Establish a fair, respectful, trusting and supportive relationship with pupils.
4. Hold positive values and attitudes to school.
5. Demonstrate ability to inspire pupils .

1. Adopt high standards of behaviour in their professional role.

**Teaching and Leading within the unit**

**Teaching , Learning and Assessment**

1. Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies for children with special educational needs (for social, communication and interaction needs in particular).
2. Know how to use and adopt the strategies, including how to provide opportunities for all learners to achieve their individual potential.
3. Teach challenging, well organised lessons across the age and diverse ability range using:  
   * A deep knowledge of the children’s individual needs
   * An appropriate range of teaching strategies and resources, including ICT
   * Adapt language and communication strategies to suit learners
   * Manage the learning of individuals modifying their teaching appropriately to suit the needs of the children
4. Know and implement all the school's assessment procedures.
5. Monitor the progress of those they teach and use monitoring information to help raise levels of achievement of the children they teach.
6. Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging individual targets and monitoring progress.
7. Work in partnership with other agencies e.g. Speech and Language therapists, to ensure pupils individual needs are met.
8. Provide reports on children’s progress and achievement for annual reviews and other reporting requirements.

**Leading**

1. To be a role model at Barden and to demonstrate passion and commitment within your role.
2. To be responsible for the day to day running of the unit.
3. To promote the well-being of pupils and staff within the unit.
4. To ensure that all pupils attending the unit receive their curriculum entitlement.
5. To plan and organise the curriculum and programmes of work for use within the unit to ensure that pupils reach their potential.
6. To ensure that accurate records of individual pupils academic, personal, social and SEN needs are kept, monitored and evaluated.
7. To arrange and conduct the statutory reviews of the pupils attending the unit in accordance with statutory SEN Regulations.
8. To manage on a day-to-day basis and direct the work of the other staff within the unit.
9. To consultant with, and co-ordinate the work of, Local Authority Services and other Agencies in meeting the SEN needs of the pupils attending the unit.
10. To work with the educational psychologist/inclusion service to ensure the effective delivery of programmes to develop communication, social and interaction skills.
11. To work in partnership with parent/carers of the pupils attending the unit through the implementation of a variety of communication systems.
12. To involve pupils and their parents/carers in decisions about their learning and teaching outcomes, behaviour and attendance.
13. To know and comply with policies and procedures relating to Safeguarding, Health and safety and security, confidentiality and data protection.

**SENCO responsibilities within the unit**

1. Strategic development of SEN policy/provision within the SEN unit.
2. Ensure objectives to develop SEN are reflected in the improvement plan for the unit.
3. Monitor progress of SEN pupils within the unit.
4. Monitor pupil progress towards EHCP targets and plan, prepare for and carry out EHCP reviews for pupils within the unit.
5. Liaising with other schools to ensure continuity of support and learning when pupils are transferred to the unit.
6. Undertaking day-to-day co-ordination of SEN pupils’ provisions through close liaison with staff, parents and external agencies.
7. Ensuring the senior leadership team are kept up to date with matters relating to pupils within the unit.
8. Ensuring all members of staff within the unit recognise and fulfil their statutory responsibilities to pupils with SEN.
9. Providing regular information to the head teacher and governing body on the evaluation and impact of provision within the unit.

**Manage & facilitate the inclusion of the children into mainstream lessons**

1. To plan and facilitate (with support of the mainstream school SENCO) the inclusion of pupils with social, communication and interaction needs in mainstream lessons. To liaise with teachers/Key Stage Leads/pastoral team within this process.
2. To plan and facilitate advice, guidance and training to mainstream school staff regarding the inclusion of pupils from the unit into mainstream classes in our school.
3. To support the planning and delivery of programmes of work for use when pupils from the unit are accessing inclusion opportunities within the mainstream classes in our school.
4. To advise and assist in the development, implementation and review of appropriate behaviour management strategies.
5. To ensure that information, advice, planning, timetables etc… for inclusion opportunities are shared with all relevant staff within the school.

**Support the whole school approach to managing pupils with social, communication and interaction needs**

1. To assist in the development of a whole school approach to developing an environment that is fully inclusive for pupils with social, communication and interaction needs.
2. To implement and manage health and safety risk assessments for pupils with social, communication and interaction needs in line with school policy.
3. To work closely within the senior leadership team in raising aspirations and learning outcomes for pupils with social, communication and interaction needs in the school.
4. To maintain positive working relations with staff and pupils and provide a role model by presenting a positive role image and responding appropriately to individual needs.
5. To act upon advice from multi agencies and communicate this to the relevant staff.
6. To participate in staff meetings, facilitate and deliver training and contribute to school decision making and consultation procedures.
7. To maintain good relationships with colleagues and actively promote team work.
8. To work within the senior leadership team, contributing to staff development, schemes of work and the whole school improvement process.
9. To advise and assist with assessment, pupil tracking and data analysis as required.

**Continued Personal and Professional Development**

1. To actively undertake ongoing continued professional development, particularly in the field of social, communication and interaction and related needs.
2. To keep abreast of current research regarding the teaching and learning of pupils with social, communication and interaction needs.
3. Have a creative and positive approach towards innovation, being prepared to adopt new practice where benefits and improvements are identified
4. Act upon advice and feedback and be open to coaching and mentoring

**To undertake any other such duties that are commensurate with the post.**

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| **Review Arrangements:** |
| The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required, and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the School will expect to revise this Job Description from time to time and will consult with the postholder at the appropriate time. |

Post holder signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Line manager signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_