



Job Description	
<b>Title:</b>	<i>SBJS Head of Learning Support (SENCo)</i>
<b>Summary of the Role:</b>	<i>The post holder will act as the Head of Learning Support (SENCo) in the Junior School and the Nursery and will be line-managed by the SBJS Director of Studies. The aim of the School is to establish for young children a caring environment in which each child will be nurtured and encouraged to develop their potential.</i>
<b>Line Manager:</b>	The SBJS Director of Studies
<b>Main Duties and Responsibilities:</b>	<p><b>SBJS Head of Learning Support (SENCo) – Summary of Role and Responsibilities</b></p> <ul style="list-style-type: none"><li>• Responsibility for the day-to-day operation of SEND provision made for children requiring additional learning support and the provision of professional guidance in this area in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all children. This is in addition to the provision of professional guidance for all staff supporting pupils with SEND.</li><li>• Responsibility for ensuring that there is effective and productive liaison with the Senior School's SENCo that will enhance the participation and learning of all children throughout the School, including contributing to weekly meetings alongside the <i>SBSS Director of Teaching and Learning</i>, the <i>SBJS Director of Studies</i> and the <i>Head of Learning Support (3-18)</i>.</li><li>• Fulfils a key role in supporting, guiding and motivating colleagues, particularly in disseminating examples of effective practice in relation to children with Learning Support needs. Coordinate and lead training and CPD in relation to SEND requirements.</li><li>• Coordinates the day-to-day operation of the Special Educational Needs policy, ensuring that the name of any child identified as a cause for concern, including those with behavioural problems, is entered on the Special Educational Needs register and then is appropriately followed through in terms of the suggested procedures and strategies.</li><li>• Keeps the Headmaster and Deputy Head/Director of Studies fully informed of the operation of the policy and develop an effective working relationship with parents.</li></ul>



### **Specific Responsibilities**

- Support the identification of, and disseminate the most effective teaching approaches for children with learning support needs.
- Collect and interpret specialist assessment data gathered about individual children and use it to inform practice. Disseminate this information to all staff who work with the individual pupil.
- Work with children, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for children with learning support needs.
- Monitor the effective use of resources, appropriate teaching and learning activities and target setting to meet the needs of children with learning support needs.
- Develop systems for monitoring and recording progress made by children with Learning Support needs towards the achievement of targets set.
- Support the development of improvements in literacy, numeracy and information technology skills, as well as access to the wider curriculum.
- Identify and develop study skills to support children in their ability to work independently and learn more effectively.
- Maintain effective partnerships between parents and the School's staff to promote children's learning; provide information to parents about targets, achievements and progress.
- Develop effective liaison with the Senior School to ensure that there is good continuity in terms of support and progression in learning when children transfer from the Junior School to Senior School year groups.
- Develop effective liaison with external agencies in order to provide maximum support for children with learning support needs.
- Provide regular information to the Headmaster and Deputy Head/Director of Studies and the Governing Body on the evaluation of the effectiveness of provision for children with learning support needs to inform decision-making and policy review.
- To increase the effectiveness in responding to children with learning support needs and to provide support and training to trainee and newly qualified teachers in relation to the standards for the award of Qualified Teacher Status, Career Entry Profiles and standards for induction.



Person Specification			
	Essential <i>These are qualities without which the applicant could not be appointed</i>	Desirable <i>These are extra qualities which can be used to choose between applicants who meet all of the essential criteria</i>	Method of Assessment
Qualifications	<ul style="list-style-type: none"> <li>• A degree (e.g. BA, BSc, BEd, PGCE) and QTS</li> <li>• National Award for Special Educational Needs leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of additional Learning Support courses attended and certificates attained</li> <li>• Catholic Teachers' Certificate</li> </ul>	Production of the applicant's certificates
Experience:	<ul style="list-style-type: none"> <li>• Evidence of teaching experience at EYFS, Key Stage 1, and Key Stage 2</li> <li>• Evidence of working within a Learning Support team</li> </ul>	<ul style="list-style-type: none"> <li>• At least two years' experience as a SENCo</li> </ul>	Contents of the Application Form.  Interview  Professional references
Skills	Outstanding teacher with exemplary classroom practice  Excellent Communication, organisational and interpersonal skills  <ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Good people skills</li> <li>• The ability to be proactive</li> <li>• A team player</li> </ul>	<ul style="list-style-type: none"> <li>• ICT skills</li> <li>• Experience at working with outside learning support agencies (e.g. the Local Authority; and Educational Psychologists)</li> </ul>	Contents of the Application Form  Interview  Professional references
Knowledge	<ul style="list-style-type: none"> <li>• A good understanding of the needs of all children in EYFS, Key Stage 1 and Key Stage 2, and a clear understanding of the most up-to-date strategies for the provision of learning support.</li> <li>• Sound knowledge of new SEN framework.</li> <li>• The ability to apply research to professional situations, both practical and theoretical.</li> <li>• The ability to use a range of techniques and research methods applicable to their professional activities.</li> </ul>	<ul style="list-style-type: none"> <li>• A willingness to engage in further study to enhance knowledge as a SENCo.</li> <li>• An in-depth knowledge and understanding of the profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the subject and the profession.</li> </ul>	Contents of the Application Form  Interview  Professional references



# ST BENEDICT'S SCHOOL

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<b>Personal Competencies and Qualities</b>	<ul style="list-style-type: none"><li>• A willingness to play a full part in every aspect of life at St Benedict's School and Nursery</li><li>• A willingness to be fully supportive of the Catholic ethos of the School</li><li>• Positive attitude toward meeting the needs of the children and their Parents</li></ul>	<ul style="list-style-type: none"><li>• Musical and/or Artistic Talent / Performing Arts</li></ul>	Contents of the Application Form  Interview  Professional references
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