



Special Needs and Disabilities Co-Ordinator and lead on MITA (Maximizing the Impact of Teaching Assistants)

The Governors of St Louis Catholic Academy wish to appoint an excellent, enthusiastic and caring SENCo to join our successful and professional team.

St Louis is a thriving and happy school where the children are central to all that we do. The School is in the horse-racing town of Newmarket, within easy commuting distance of Cambridge, Bury St Edmunds, Ely, Mildenhall and Thetford. St Louis Catholic Academy is part of Our Lady of Walsingham Catholic Multi-Academy Trust.

Core purpose

- To work closely with the Headteacher, senior leadership team and all colleagues in the strategic development of the school's SEN policy.
- To oversee the day-to-day operation of the SEN policy with the aim of raising achievement of pupils with special educational needs and disabilities.
- To oversee and liaise with the Teaching Assistants; to include bi-weekly briefings and mentoring supervision.

Duties and responsibilities:

All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers pay and conditions document.

Strategic development

- Exercise a key role in assisting the Headteacher and governors with the strategic development of SEN policy / provision.
- Support all staff in understanding the needs of SEN pupils and ensure the objectives to develop SEN are reflected in the school development plan.
- Monitor progress of objectives and targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements.
- Analyse and interpret relevant school, local and national data and advise the Headteacher on the level of resources required to maximise achievement.



- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.

Teaching and learning

- Work with the Headteacher and staff to develop effective ways of bridging barriers to learning through the assessment of needs, target setting, developing a recording system for progress
- Support teachers and support staff in the identification of the most effective teaching approaches for pupils with SEN.
- Monitor teaching and learning activities to meet the needs of pupils with SEN.
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN.

Leadership and Management

- Lead professional development of teaching staff and teaching assistants through example, written guidance, modelling teaching, coaching and mentoring.
- Provide training opportunities for learning support staff and teachers to learn about SEN.
- Disseminate good practice in SEN across the school.
- Identify resources needed to meet the needs of pupils with SEN; advise the leadership team of priorities for expenditure and manage the SEN budget where appropriate.
- Attend Senior Leadership meetings and Pupil Progress meetings when required.
- Develop links with other professionals, agencies, governors and neighbouring schools.
- Play a key role in maintaining the school provision map.

Recording and assessment

- Set targets for raising achievement among pupils with SEN
- Collect and interpret specialist assessment data
- Set up systems for identifying, assessing and reviewing SEN.
- Update the Headteacher and governing body on the effectiveness of provision for pupils with SEN.
- Develop understanding of learning needs and the importance of raising achievement among pupils.
- Keep parents and carers informed about their child's progress

Other professional requirements

- Keep up to date with relevant developments in the area of SEN to ensure these are reflected in the school policies and procedures.



- Regularly review the effectiveness of teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your processes where necessary.
- Be responsible for your own continuous professional development and participate fully in training and development opportunities identified by the school or as developed as an outcome of your performance management.
- Establish and maintain effective working relationships with professional colleagues and other subject leaders to creative approaches to learning.
- Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example.
- Undertake any other duty as specified by Headteacher not mentioned in the above.

Note:

The duties and responsibilities of this post may vary from time to time according to the changing demands of the school. This job description may be reviewed at the reasonable discretion of the Headteacher in the light of those changing requirements and in consultation with the post holder.

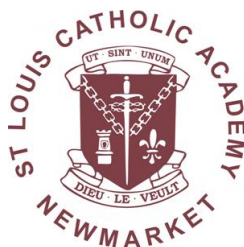
In any event the Headteacher reserves the right to review and amend the job description.

Signed:

Date:

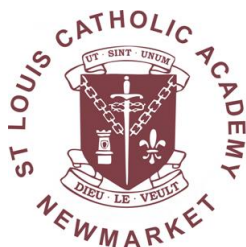
Signed (Head):

Date:

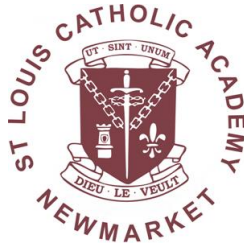


PERSON SPECIFICATION

Attributes	Essential	Desirable
Qualifications/Professional Development		
Education	Qualified teacher status	Working towards further qualifications
Professional Development	Evidence of continued professional development SENDCo award or willing to work towards it	
Experience		
Teaching	Successful teaching in a relevant environment. Evidence of having raised standards Subject coordinator	
Management	Experience of managing resources including staff resources	Member of the management team Involvement in leading initiatives
Curriculum		
Learning & teaching	Good curriculum knowledge. Awareness of current developments in education and the implications of these for learners and teachers. Practical understanding of effective strategies for learning and teaching. Understanding of strategies to evaluate the quality of learning and teaching.	Experience of Ofsted inspection or LA review. Experience of classroom observations. Experience of monitoring and evaluating the quality of learning and teaching.
Standards of Achievement	Understand characteristics of high achievement. Understand strategies to evaluate standards of achievement. Knowledge of the SEN code of practice. Understand the	



	target setting process. Understand effective use of data to improve learning.	
National Curriculum	Understand the effective planning of the national curriculum, including assessment for learning, recording and reporting to parents.	Experience and/or understanding of planning across at least a Key Stage.
Parents and the Community	Understanding of the role which parents and the wider community can play in raising standards of achievement.	Experience of working in partnership with parents to help raise standards of achievement.
Governance	Understanding of the role which governors play in raising standards of achievement.	Experience of working with governors.
Skills		
Leadership	Understanding of the role which team leaders play in helping to raise standards of achievement. Understanding the role of subject leader. Ability to motivate pupils and staff.	Understanding of the process of school development planning. Involvement in developing, delivering and monitoring aspects of a school or subject development or action plan.
Management	Understanding of strategies for managing change within a school Understanding of the importance of timely procedural monitoring	Experience of budget management for at least a subject.
Attributes		
Relationships	Ability to establish and maintain good relationships with pupils, colleagues and parents. Commitment to the school's wider community.	
Interpersonal	Ability to communicate	Positive, enthusiastic and



	<p>effectively verbally and in writing. Competent in the use of ICT. Flexible thinker and approachable. Resilient under pressure. Able to deal sensitively with people and resolve problems.</p>	<p>motivated approach to working with children and colleagues.</p>
Attitudes		
Philosophy	<p>A clear understanding of how children learn best. A commitment to raising standards of achievement through partnership. A clear desire to help each child to achieve the best they can. A willingness to go 'above and beyond' for pupils with SEN.</p>	<p>An understanding of how effective learning is seen in classrooms and what teachers must do to ensure that children learn effectively.</p>