

Lambeth Job Description

Job Title: Area SENCo
Grade: PO6
Directorate: Children's Services
Division: Education & Learning
Responsible to: Senior Strategic Area SENCo

Main purpose of job

- Working with leadership from the Senior Strategic Area SENCo to embed a borough wide approach across the educational settings within Lambeth to improve early intervention for SEND students
- To deliver support to identified schools under direction from the Senior Strategic Area SENCo to enable them to improve the standard of teaching and learning for pupils and students with SEN within schools
- To support embedding the directed strategy to support system for schools to try and reduce suspension rates for students with SEN and support schools with SEN students at risk of permanent exclusion utilising the Area SENCo team, the School Support Services and Behaviour Outreach Team
- To work collaboratively with stakeholders to work towards improving the attendance of students with SEN across Lambeth through signposting and support
- To support the work with the SEN leadership team to ensure there is sufficient capacity for SEND and vulnerable groups across all key stages. To support schools to increase their capacity
- To develop and maintain effective networks across key staff in schools with responsibilities for SEND and inclusion to enable the effective embedding of good practice and broadening of capacity in local schools.
- To work collaboratively with the Lambeth inclusion department to work with students referred to the Fair Access Panel and AEP's
- To develop and support educational settings for preparing students with SEN to support educational pathways to adulthood
- To improve the communication between schools and different departments within the council

- To support the delivery of the SENCo CPD program and work collaboratively with the school support services

Main Duties and Responsibilities

This job description is intended as a guide and is not an exhaustive list of the duties and responsibilities of this role, such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed.

Leadership and Management

1. To provide SENCO support within schools and co-ordinate services with team managers from pupil support services
2. To support schools in the development of SENCO's and the effective use of resources
3. Ensure compilation of information and detailed analysis of data from schools are used to form an accurate evaluation of performance for SEN and vulnerable groups. This will include the drafting of reports and briefings to share with appropriate stakeholders as required. Use the analysis to inform target setting and performance measures
4. Create a strategy for early intervention for SEN Support within school settings and post
5. Lead on the development and implementation of strategies for the further enhancement of the outcomes for pupils with SEN and other vulnerable groups, and projects, leading and monitoring their impact.
6. Facilitate the work of school-to-school support to build capacity and raise standards across a group of schools, sharing practice across Lambeth. This to include support for schools developing partnerships, federations and MATS in line with policies.
7. Support relevant managers to provide a locally determined school improvement function that is differentiated and champions the needs of pupils with SEN and other vulnerable groups.
8. Implement and monitor specified performance objectives, including evaluating the impact of interventions, and use this to plan support for individual schools: at teacher, subject leader, and governor, school or MAT level
9. Lead and manage the identification and dissemination of best practice, assessment, learning and leadership across appropriate stakeholders.
10. Develop and deliver a range of training and development opportunities which contribute to raising standards across Lambeth for pupils with SEN and other vulnerable groups in line with Lambeth's SEN and inclusion Strategy
11. Undertake evaluation of SEN policies in schools and teacher performance with senior leaders of schools, including triangulation of evidence to support a judgement for quality of teaching. Provide analysis, evaluation and coaching as appropriate for the further development of teaching and individual practitioner level, within schools.
12. To contribute to departmental, directorate and corporate performance plans as required and to set objectives to ensure that the Early Intervention / SEN outreach service develops in line with changing needs, including service users and national standards.
13. To seek ways to develop the multi-agency services provided so that they model best practice and ensure the safe care of children and young people.
14. To be responsible for relevant staff development and training.
15. To co-ordinate the service contribution to children's service and borough wide priorities and strategies led by staff in your team and analyse the resulting outcomes to ensure continuous improvement.
16. To lead and promote the use of inclusion and outreach services in a reflective and creative way to enhance teaching and learning, improve attendance and reduce exclusions in schools, early years and alternative education settings.
17. To ensure staff receive the supervision, appraisal, support, training and development necessary for them to provide high quality, safe care for children.

18. To act as a representative for the Senior Strategic Area SENCo as the representative at Fair Access Panel and tribunals where necessary
19. To respond to complaints regarding schools SEN support as requested by Senior Strategic Area SENCo

Performance management

20. To develop systems for the effective monitoring of performance and recognising and commending good performance and to demonstrate high expectations of performance.
21. Provide and write management and other reports in a timely way, as needed, required or directed by the divisional management team or the departmental leadership team.
22. To contribute to the the work connected to Ofsted, CQC and other external regulatory bodies- including: preparing for inspections, developing and implementing action plans in a timely manner.
23. To lead on a team of up to 10 delegates
24. To set KPI's and report on their outcomes

Finance and Resources

25. To effectively manage the budgetary performance of the service within the Council's delegated scheme.
26. To work within the existing financial systems and implement any new systems within the appropriate regulatory framework and make service savings wherever possible, ensuring the needs of children and young people are met.
27. To ensure that staff understand the Council's budgetary framework and ensure that invoices are paid on time.
28. To proactively seek and manage external grants and funding sources and comply with associated requirements.
29. To demonstrate effective resource management of resources in schools with their budgets

Information and IT

30. Ensure that service user information is comprehensive and accurate and that IT systems are updated by staff and managers. Ensure that data protection standards, information sharing and access to files protocols are in place and are fully complied with, within the legal framework.
31. To ensure that information technology is used to its fullest potential to provide management information and to inform future service delivery.
32. To develop and implement the Directorate's and the council's agreed IT strategy.

Communication

33. To communicate effectively with schools
34. To consistently ensure reputation management; to promote a positive image of the Council and the Borough, both internally and externally, and support the implementation of the Council's values.
35. To communicate with service users and consult and involve them in service modernisation, developing innovative and effective approaches to the participation of children and young people and their families.
36. To improve the communication between schools and different departments within the council

General Accountabilities

37. Provide clear, visible leadership and effective management to all functions within the post holder's service area.
38. Secure sustainable partnership arrangements with key partners (defined in the Children Act 2004 and the Children and Families Act 2014) and others, particularly health, schools, colleges and the voluntary sector, and other Boroughs, where these add value to the work of the service in seeking to improve outcomes for children and young people.
39. To ensure relevant services across the Borough work effectively and collaboratively to achieve excellence against all national and locally set targets and to chair and participate in panels.
40. To ensure that there is continuous, fast vigilance in relation safeguarding children and families and achieving excellent outcomes.
41. Ensure service staff use all appropriate Corporate processes and systems to carry out duties.
42. The post holder will participate and lead meetings in schools and will develop and participate as necessary in formal and informal training exercises, workshops/discussion groups, etc.
43. To undertake any other duties that may be required to meet the demands of the service. These may be varied from time to time to meet the needs of the service.

Personal qualities

44. To be results focused to meet agreed national and local deadlines
45. To be solution focused and to be committed to continuous development of own knowledge and skills in order to maintain expert status within the Service.
46. To demonstrate flexibility in managing a diverse workload in an environment of constantly shifting priorities, including complex legislative changes and operational demands.
47. To value other professionals and be able to make professional relationships work in order to secure co-operation, achieve partnership working and better outcomes for children and young people.
48. To have an entrepreneurial attitude in developing and managing budgetary performance.
49. To deal with conflict in a professional, non personalised way, to challenge colleagues within the management group and to make decisions to the benefit of the whole service.
50. To understand and accept the fast pace of delivery.

Equalities and diversity

51. At all times, carry out the duties of this post with due regard to Corporate Equal Opportunities Policy, Bullying and Harassment Policy, Managers Charter and Valuing Diversity, ensure that all staff adhere to these policies and lead on equality impact assessments as necessary.

Health and Safety

52. To ensure that you carry out the duties of the post in accordance with the Health and Safety at Work Act 1974, the Data Protection Acts 1984 and 1998 the Federation Against Software Theft Guidelines, Corporate IT standards, The Computer Misuse Act 1990, The Council's Equal opportunities Policies, The Council's security policy, the Freedom of Information Act 2000 and other relevant legislation, as well as Council policies, procedures, Standing Orders and Financial Regulations.
53. To maintain an awareness of the risks to the department and the Council and take necessary action to minimise risks and ensure that the actions of staff comply with the Council's policies and procedures.

Experience

1. Experience of working as a SENCo within an educational setting
2. Experience of working with Senior Leaders within an educational setting
3. Experience of working in a socially and culturally diverse environment
4. Experience of working in a situation where different agencies and disciplines have been required to work together collaboratively
5. Experience of developing strategic plans to improve outcomes within an educational setting and drafting SEN and / or behaviour policies

Person Specification

Area SENCO (PO6)

<p>It is essential that in your written supporting statement you give evidence or examples of your proven experience in each of the short-listing criteria marked Application (A).</p> <p>You should expect that all areas listed below will be assessed as part of the interview and assessment process should you be shortlisted.</p> <p>If you are applying under the Disability Confident scheme, you will need to give evidence or examples of your proven experience in the areas marked with a "Tick" (✓) on the person specification when you complete the application form</p>		<p>Shortlisting Criteria</p>
<i>Qualification</i>	<p>Q1 – National SENCo Award</p> <p>Q2 – Educated to degree level or above: PGCE or equivalent</p>	<p>A✓</p> <p>A✓</p>
<i>Key Knowledge</i>	<p>K1 - Detailed knowledge of all national legislation, code of practice and statutory requirements & legal framework regarding SEN</p> <p>K2 – Knowledge of effective interventions for early interventions</p>	<p>A✓</p> <p>A✓</p>
<i>Relevant Experience</i>	<p>E1 - Proven experience working as a SENCo in an educational setting</p> <p>E2 - Experience of working and liaising with other agencies in a multi-disciplinary setting.</p> <p>E3 – Experience of co-ordinating early intervention for students with SEN</p>	<p>A✓</p> <p>A✓</p> <p>A✓</p>
Core Behaviours		
<i>Focuses on People</i>	<ul style="list-style-type: none"> • Models good professional behaviours • Shows a genuine interest in people's development and wellbeing • Has a good understanding of strategic partnerships and forms positive relationships • Uses their understanding of the resource, experience and potential within their service to inform their strategy around recruitment and service development 	

	<ul style="list-style-type: none"> Challenges processes that are not achieving its aims and action where things are not working 	
<i>Takes Ownership</i>	<ul style="list-style-type: none"> Supports school staff to deliver on objectives and behaviours Understands how to identify correct data and able to present a clear analysis which illustrates service performance Sets a good clear vision and culture Leads by example by setting an innovative culture Empowers managers and staff to be accountable for their work Is supportive and engaging, using floor walking and holding engagement sessions to talk with all staff Invests in training and provides learning opportunities to improve Puts in place effective recruitment plans and strategies 	
Works collaboratively	<ul style="list-style-type: none"> Able to work collaboratively across different educational settings Engages with the organisation from an influential and invitational position; modelling and leading behaviours and values aligned with Lambeth Council Is in touch with practice on the frontline and takes responsibility for the service that is offered to schools and families within Lambeth Works collaboratively with other Councils, local businesses and organisations providing excellent service Ensures there are feedback loops for passing and receiving information Gives clear guidance on what collaborative working means for your service areas Is a role model and showing collaborative behaviour, e.g. listening to opinions and building consensus in meetings 	
Communicates Effectively	<ul style="list-style-type: none"> Proactively and effectively communicates vision for high quality education for all children within Children's Services Has a meaningful approach which allows them to listen and respond to feedback from the whole system 	
Focuses on Results	<ul style="list-style-type: none"> Understands the wider social and political context which impacts upon the organisation Formulates plans in response to the organisations strengths and areas of risk 	

	<ul style="list-style-type: none">• Is able to make clear, rational recommendations about spending using appropriate information and data to base decisions• Creates clear definitions of outcomes, establishing a clear line of sight from the Borough Plan, strategic priorities and outcomes to business plans• Works with staff to identify how to achieve outcomes effectively• Sets clear expectations for conducting performance management to ensure priorities are met• Gives feedback on peoples results• Encourages and supports a learning culture within service areas• Allocates resource whilst thinking about how it affects local people• Celebrates publicly others' part in the team's success and collective achievements	
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