



Beacon Academy Trust
A COMPELLING VISION FOR SUCCESS

SENCO and i/c of Beacon Communication School (BCS)





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TLR 2B

Required September 2019

Closing date: 26th April 2019

We are seeking to appoint an exceptional and highly motivated SEN and SENCo qualified teacher who will also lead and develop our specialist autism provision.

Beacon Multi Academy Trust is committed to safeguarding children and the successful applicant will be subject to an enhanced DBS (Disclosure & Barring Service) check.

Application forms can be downloaded from www.theforestacademy.co.uk and submit to beasuccess@bealhighschool.co.uk

JOB DESCRIPTION: **SENCO and i/c of Beacon Communication School (BCS)**

Purpose of the post

To provide professional leadership and management for The Forest Academy Autism provision to secure high quality teaching, effective use of resources and improved standards of learning and achievement for children with Autism.

They will provide leadership and direction for the provision and ensure that it is managed and organised to meet the aims and objectives of the school and the department. While the Principal and governors carry overall responsibility for school improvement, the BCS Lead has responsibility for securing high standards of teaching and learning in their department as well as playing a major role in the development of school policy and practice. Throughout their work as SENCO and Lead of the department ensure that practice improves the quality of education provided, meets the needs and aspirations of all pupils, and raises standards of achievement in the school.

General duties and responsibilities:

1. To model appropriate techniques and strategies and use specific techniques, programmes and activities to promote the educational and social inclusion of children SEN and autism within BCS. To challenge and support other professionals with regard to inclusive practice.
2. To undertake assessments on children worked with by the department, to visit educational settings and liaise effectively with other professionals across social care, health and educational services to ensure the appropriate provision, advice and support to parents/educators of children with Autism to maximise outcomes for children.
3. To complete risk assessments, reports, letters and reviews as required and write educational targets and strategies of intervention.
4. Liaise with SLT and LA commissioning officers to ensure BCS is the appropriate provision for students and that they will benefit from the mainstream co-location.
5. To plan transition and mainstream student access by liaising with the Assistant Principal for Inclusion, parents/carers and other multi agency professionals to promote the inclusion and equality of opportunity for all children, offering training, information and advice where appropriate.
6. To undertake any other duties applicable to a post of this grade as may be required from time to time.
7. To carry out any other duties which fall within the broad spirit, scope and purpose of this job description.

Skills Required

Professional knowledge and understanding.

SENCO / BCS Lead should have knowledge and understanding of:

- their school's aims, priorities, targets and action plans
- the relationship of their department to the curriculum as a whole
- any statutory curriculum requirements for their department and the requirements for assessment, recording and reporting of pupils' attainment and progress

- the characteristics of high quality teaching in their department and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils
- how evidence from relevant research and inspection evidence and local, national and international standards of achievement in the subject can be used to inform expectations, targets and teaching approaches
- how to use comparative data, together with information about pupils' prior attainment, to establish benchmarks and set targets for improvement
- how to develop pupils' literacy, numeracy and information technology skills within the department
- how teaching can promote pupils' spiritual, moral, social, cultural, mental and physical development
- management, including employment law, equal opportunities legislation, personnel, external relations, finance and change
- how teaching can help to prepare pupils for the opportunities, responsibilities and experiences of adult life
- the current use and future potential of information and communications technology to aid teaching and learning and to assist with departmental management
- the role of school governance and how it can contribute to the work of the department
- the implications of information and guidance documents from LA, the DfE and other national bodies and associations
- the implications of the Code of Practice for Special Educational Needs for teaching and learning
- health and safety requirements, including where to obtain expert advice.

Strategic direction and development of a department

Within the context of the school's aims and policies, department leaders development and implement department policies, plans, targets and practices. They:

- develop and implement policies and practices for the department which reflect the school's commitment to high achievement, effective teaching and learning
- create a climate which enables other staff to develop and maintain positive attitudes towards the department and confidence in teaching within it
- use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils
- analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, target and teaching methods

- establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the department, which:
 - contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
 - are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
 - identify realistic and challenging targets for improvement in the department
- monitor the progress in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

Teaching and Learning

Secure and sustain effective teaching, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement. They:

- ensure curriculum coverage, continuity and progression for all pupils
- ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils
- provide guidance on the choice of appropriate teaching and learning methods to meet the needs of autistic children
- ensure effective development of pupils' literacy, numeracy and information technology skills
- establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement
- ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress
- set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement by all pupils
- evaluate the teaching of children with autism in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching
- establish a partnership with parents to involve them in their child's learning and development, as well as providing information about curriculum, attainment, progress and targets
- develop effective links with the local community, including business and industry, in order to extend the curriculum, enhance teaching and to develop pupils' wider understanding and independence.

Leading and managing staff

Efficient and effective development of staff and resources

To provide to all those with involvement in the teaching or support of the BCS students, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching. They:

- ensure curriculum coverage, continuity and progression in the subject for all BCS pupils;
- ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to BCS pupils;
- provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the BCS pupils;
- ensure effective development of BCS pupils; literacy, numeracy and information technology skills within the department and through mainstream access;
- establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
- ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject;
- set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs;
- evaluate the teaching in BCS, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
- Ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
- ensure that teachers in BCS are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;
- ensure that teachers in BCS know how to recognise and deal with racial stereotyping;
- establish a partnership with parents to involve them in their child's learning, as well as providing information about curriculum, attainment, progress and targets; develop effective links with the local community, including business and industry, in order to enhance teaching and to develop pupils' wider understanding.

Other duties and responsibilities:

The above mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out such other duties as may be required that are broadly within the level of the post.

SENCO and i/c of BCS: Person Specification

		Essential (E) Desirable (D)	Application(A) Interview (I) Reference (R)
1	Qualified Teacher Status	E	A
2	Degree	E	A
3	SENCo qualification	E	A
4	Demonstrates successful experience as a teacher in a secondary school	E	A/I/R
4	Ongoing record of CPD including training and qualifications. Specifically related to ASD.	E	A/I/R
Leadership skills, attributes and professional competence			
4	Secure commitment to a clear aim and direction for the department	E	A/I/R
5	Prioritise, plan and organise	E	A/I/R
6	Work as part of a team; lead a team	E	A/I
7	Deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement	E	A/I/R
8	Acknowledge and utilise the experience, expertise and contribution of others	E	A/I/R
9	Set standards and provide a role model for pupils and other staff, in the teaching and learning of a subject	E	A/I/R
10	Devolve responsibilities and delegate tasks, as appropriate	E	A/I/R
11	Seek advice and support when necessary	E	A/I/R
Professional competence			
12	Command credibility through the discharge of their duties and use their expertise to influence others in relation to their subject	E	A/I/R
13	Make informed use of research and inspection findings	E	A/I/R
14	Apply good practice to and from other subjects and areas	E	A/I/R
Decision-making skills			
15	Judge when to make decisions, when to consult with others, and when to defer to the principal or senior managers	E	A/I/R
16	Analyse, understand and interpret relevant information and data	E	A/I/R

17	Think creatively and imaginatively to anticipate and solve problems and identify opportunities	E	A/I/R
Communication Skills			
18	Communicate effectively, orally and in writing, with the principal, other staff, pupils, parents, governors, external agencies and the wider community	E	A/I/R
19	Negotiate and consult effectively	E	A/I/R
20	Ensure good communication with, and between, staff who teach and support the subject	E	A/I/R
21	Chair meetings effectively	E	I
Self-management			
22	Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by teaching, department management and involvement in school improvement	E	A/I
23	Achieve challenging professional goals	E	A/I/R
24	Take responsibility for their own professional development.	E	A/I
Attributes			
25	Personal impact and presence	E	A/I/R
26	Adaptability to changing circumstances and new ideas	E	A/I/R
27	Energy, vigour and perseverance	E	A/I/R
28	Self-confidence	E	A/I/R
29	Enthusiasm	E	A/I/R
30	Intellectual ability	E	A/I/R
31	Reliability and integrity	E	A/I/R
32	Commitment	E	A/I/R
Commitments			
33	Equal opportunities for all in the school community	E	I
34	Safeguarding and promoting the welfare of young people	E	A/I/R
35	Maintaining appropriate relationships and personal boundaries with children and young people	E	I/R
36	A professional attitude to the use of authority and maintaining good behaviour.	E	I/R