



DARRICK WOOD SCHOOL

AN ACADEMY AND TEACHING SCHOOL

HEAD OF SUPPORT FACULTY/SENCO JOB DESCRIPTION SEPTEMBER 2018

At Darrick Wood School, a Head of Faculty has all of the functions of a Head of Department, together with additional leadership and management responsibilities. He or she is responsible for the Faculty to the relevant Assistant Head Teacher, Deputy Head Teacher, and ultimately to the Head Teacher.

A Head of Faculty is responsible for the standards and achievement of all students in their faculty. They should also co-ordinate and manage faculty, staff and other matters in accordance with School policy. The SENCO is Head of the Support Faculty but is responsible for raising the achievement of all students with SEN across the School. All references to SEN in this document include students with special educational needs or disabilities.

The SENCO is responsible for:

- a) Effective day-to-day operation of the School's SEN policy.
- b) Review the SEN policy and Local Offer annually.
- c) Coordinating provision for children with SEN.
- d) Advising on the graduated approach to providing SEN support (Plan, Do, Review, Assess).
- e) Proactively seeking additional funding as appropriate to meet student needs.
- f) Advising on the deployment of the School's delegated budget and other resources to meet students' needs effectively.

Further specific areas of responsibility include:

1. RAISING ACHIEVEMENT AND STANDARDS

To ensure that the work of the Faculty is focused on raising the achievement of all SEN students by:

- a) Continually analysing all available data (e.g. internal assessment data, Class Charts, internal and external examination results) to monitor the progress and attainment of SEN students, identifying any SEN underachievement and reporting to SLT and the Governing Body as appropriate.
 - b) Lead on the collection, dissemination and review of data and information relating to the SEN needs of students.
 - c) Sharing good practice throughout the School on how to meet the needs of all students and provide strategies to reduce any underachievement.
 - d) Monitoring the work produced by students and working with teachers to improve this work
 - e) Evaluating the provision for SEN students in and out of class and adapting this to meet their needs effectively.
 - f) Developing systems and processes to identify students who may have SEN.
- a) Maintaining accurate and up-to-date records of all students with SEN.
 - b) Ensuring the timely and accurate completion of forms and reports related to effective provision for SEN students.
 - c) Interpreting specialist information about SEN needs and provision and sharing it with relevant stakeholders to improve outcomes for young people with SEN.



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2. STAFF

- a) To lead the faculty team to develop and maintain an effective faculty.
- b) To advise the Head Teacher on the responsibility structure within the Faculty and to delegate duties as appropriate, ensuring that job descriptions for all faculty members are up-to-date.
- c) To be a member of the interview panel where appropriate, for appointments within the Faculty.
- d) To provide appropriate professional development for members of the Faculty, to include induction, coaching, guidance, advice and the oversight of work.
- e) To ensure that the quality of provision for SEN across the School by the Faculty is of the highest standards.
- f) To monitor the work of staff including those with leadership responsibility in the Faculty and ensure they are fulfilling their roles.
- g) To take responsibility for the performance management of members of staff in the Faculty. Some of this responsibility may also be delegated to others with leadership responsibility in the Faculty.
- h) To liaise with the CPD Coordinator to meet training needs of staff.
- i) To monitor the effectiveness of CPD activities and to ensure that all staff feedback on courses as appropriate.

2. GENERAL

- a) Keep up-to-date with developments in SEN and attend local forum meetings as appropriate.
- b) To monitor and be accountable for Faculty expenditure, ensuring value for money.
- c) To oversee faculty presentations for functions such as Open Evenings, Parents' Evenings and Options Evenings.
- d) To advise the Health and Safety Liaison Officer on Health and Safety matters concerning the faculty.
- e) To have overall responsibility for the quality of the learning environment, within the Faculty including displays in rooms and corridors and to liaise with site staff as appropriate.
- f) To implement the School's self-evaluation procedures.
- g) To chair regular faculty meetings as published in the School calendar and provide meeting minutes for discussion with line manager. Copies to be available for the Head Teacher and Deputy Head Teachers and line managers.
- h) To participate in whole-school leadership and management at meetings of the Academic Board and report back to the Faculty on discussions and decisions taken.
- i) To take responsibility for the conduct and behaviour of students within the Faculty. This should include providing a parking rota, being a presence within the faculty areas, ensuring students attend necessary detentions and to follow-up on students highlighted by staff walkabout.
- j) To organise faculty detentions.
- k) To review and update the faculty mission statement and corporate goals in keeping with School policy.
- l) To annually self-evaluate and complete a Development Plan for the Faculty.
- m) To prepare, review and revise faculty documentation, including the Faculty handbook.



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3. CURRICULUM

- a) Provide guidance and training to all staff to support inclusive practice through the provision of Quality First Teaching.
- b) Ensure, by working with the Head Teacher and Governing Body, that the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- c) To liaise with HoDs/HoFs across the School to ensure Schemes of Work are adapted to meet the needs of all students and that staff are empowered to differentiate teaching approaches and cross-curricular and cross-phase approaches.
- d) To ensure that School staff are provided with up-to-date knowledge of strategies to support the needs of SEN students.
- e) With the support of the Access Coordinator, ensure arrangements are made for internal and external examinations so that students with SEN are not disadvantaged.

4. STAKEHOLDERS

- a) Work effectively with parents of students with SEN.
- b) Liaise with other schools, educational psychologists, health and social care professionals, independent and voluntary bodies.
- c) Develop effective working partnerships with other professionals from external agencies, mental health services and the local authority.
- d) Ensure continuity of support and progression at key transition points for children and young people with SEN.