

ROKEBY SCHOOL JOB SPECIFICATION

Learning Support Coordinator / SENCO

Role outline:

The Learning Support Coordinator (Special Educational Needs and Disabilities) is responsible for ensuring that the concerns raised by teaching staff and parents regarding individual boys are followed up in the most appropriate way. They lead and manage the Learning Support Department and are actively involved in training the teaching staff to identify boys with learning difficulties and supporting them within the classroom. They deliver some teaching and learning sessions for individuals and small groups.

Key responsibilities:

Teaching & Learning

- To identify and adopt the most effective teaching approaches (including interventions) for pupils with SEND and EAL.
- To plan and deliver individual and group lessons to a high standard or advise on the same.
- To respond to concerns raised by colleagues regarding boys' potential learning difficulties.
- To offer support, strategies and guidance to all staff with the completion of Personal Support Plans (PSPs) or subject planning.
- To set and review APDR teaching targets for Learning Support boys receiving additional support at least twice a year.
- To write and review end-of-year reports for boys receiving additional support.
- To attend weekly Year Group meetings, support and attend relevant committees and subject meetings by commenting on the performance of individual boys or the impact new and/or current procedures may have on individual boys with SEND or EAL.
- To oversee the timetabling for the LSTs for individual/group support.
- To provide regular staff INSET and updates in agreement with the Deputy Head.
- Ensure all teachers recognise their statutory duties regarding the teaching of boys with SEND and EAL.

Recording & Assessment

- To run regular assessments to monitor the progress of Learning Support boys.
- To monitor and interpret school assessment data to identify any concerns.
- To ensure that the staff and, in particular, the Deputy Head (Academic) and Head of Middle School have an updated list of boys entitled to Access Arrangements in internal and external examinations.
- To liaise with parents regarding learning support for their son. Support parents through the early identification process and the possible need for assessments, and then update them on progress and whether intervention is required.
- To assess and monitor the support required by EAL boys. Ensure staff provide targeted support based on each stage of the EAL learner.

Leadership & Management

- To take responsibility for the Learning Support Department and its policies and practices within the school, including updating policies and materials for staff in liaison with the Deputy Head (Academic) and LSTs. Responsible for LS policy, EAL policy, Laptop Agreement, and Access Arrangements.
- To maintain an EAL, Laptop, Access Arrangement, OT/SALT and Pupil In Need (PIN) Register. Ensure that web-based data systems (Isams/My Concern) are updated regularly based on individual needs.
- To oversee the assessment and timetabling of boys receiving OT or SALT at school from private therapists or those employed by the school, support HR with documentation and liaise with specialists.

- To monitor the use of personal laptops, assist boys with the organisation of their work and support boys with printing work.
- To identify and assess boys who may be eligible for Access Arrangements, monitor them in examinations.
- To ensure senior schools have the relevant information regarding boys requiring Access Arrangements. Provide ISEB forms and provide references as requested. Support the Headmaster in the completion of reference-gathering forms.
- To develop strong and effective partnerships with parents, keeping them well informed of targets, achievements and any information linked to external assessments.
- To refer pupils to CAMHS and other specialists, signpost parents to a recommended list of specialist support.
- To be the point of contact for outside agencies regarding external assessment, ensure key staff complete questionnaires and are returned in time for the assessments. Facilitate in-school assessments and observations.
- To complete the Educational Health Care Plan (EHCP) process, lead and attend review meetings for boys with EHCP as required.
- To meet with the Deputy Head (Academic) to report on progress within the school and with the LSTs to agree on best practices and support approaches.
- To complete termly line manager meetings with LSTs.
- To complete and review the Learning Support Development Plan.
- To report termly to the Headmaster on the Learning support needs of all the boys on the PIN Register
- To engage themselves and other colleagues in appropriate training courses and to work with the LSTs

A Rokeby Colleague is expected to demonstrate the following personal and professional skills:

- Commitment
- Ability to analyse problems and formulate creative solutions
- A positive attitude
- Ability to work cooperatively with others
- Ability to communicate effectively with others
- Ability to follow a project from start to finish within a set time
- Sound organisational skills
- Ability to be assertive in management
- Ability to take the initiative, take the lead and take charge
- Fairness and approachability
- Flexibility
- Good humour

Together with the general skills of a teacher exhibited to a high level to ensure excellent teaching and learning.

Responsible to:

The Deputy Head (Pastoral)

Jason R Peck
Headmaster
Spring 2024