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**UCS Junior Branch  
Junior Branch SENCO  
Job Description**

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**UCS**  
HAMPSTEAD



**Necessary Qualifications**

- A qualified teacher with a specialist post-graduate qualification in specific learning difficulties (Spld)/ the National SENCO award or a commitment to obtain such a qualification over the next 3 years.

**Preferred Experience**

- At least 2 years' experience as SENCO
- Line managing and deploying TAs
- Overseeing the implementation and monitoring of EHC plans
- Experience of classroom teaching

**Reporting Structure**

- The JB SENCO will lead the TAs in the Junior Branch and will report both to the Director of Learning Support (Junior) and to the Deputy Head Academic (JB).

**Main duties:**

- Organise the provision for pupils with SEND and EAL, organising and monitoring learning support assessment and interventions;
- Draw up TA timetables so that the TAs can be most effectively deployed to provide in-class support for the neediest pupils;
- Working with the Deputy Head (Academic) and Director of LS (Junior) develop strategies to help learners experiencing difficulties;
- Provide teachers with the relevant SEND information to help them support pupils in class;
- Arrange shared target sessions with subject teachers twice yearly to ensure appropriate and clear targets are set for Learning Support pupils;
- Undertake one-to-one and paired teaching to support pupils in overcoming their difficulties in a variety of subject areas eg reading, spelling, maths, writing, comprehension, personal organisation and study skills;
- Use school assessment data to inform future planning.

- Set up systems for identifying, assessing and reviewing pupils with SEND. Liaise with external agencies as required;
- Develop and monitor the implementation of all EHC plans;
- Coordinate the Annual Review of EHC plans;
- Liaise with subject and form teachers about the needs and progress of individual pupils; where appropriate provide advice on teaching strategies to assist specific pupils;
- Meet with the Pastoral team weekly to ensure information about vulnerable pupils is disseminated;
- Interpret and disseminate the recommendations of educational psychologists, occupational therapists, speech and language therapists and other external professionals. Ensure relevant and useful recommendations are effectively implemented across the school;
- Liaise with the Deputy Head (Academic) and subject coordinators on the achievement and progress of Learning Support pupils'
- Be responsible for the administration of laptops for pupils with permission to use laptops for extended writing;
- Liaise proactively with parents about pupil progress and concerns. Make recommendations to parents about the use of external agencies to identify SEND;
- Meet with the Senior School Head of Learning Support and the Director of Learning Support (Junior) regularly and attend transfer meetings with major feeder schools and UCS senior school;
- Monitor and review annually the SEND Policy; update and complete all necessary SEND information for ISI inspection purposes;
- Encourage all staff to recognise and fulfil their responsibilities to pupils with SEND;
- Promote staff development in relation to SEND: keep informed of new research, issues and policies by attending courses and conferences;
- Help to provide staff training/ CPD opportunities as needed for Learning Support staff;
- Identify resources needed to meet the needs of pupils with SEND and manage the departmental budget;
- Write the departmental plan and update the Learning Support policy;
- Deliver induction training around systems and needs of SEND pupils for new staff;
- Support and provide oversight to teachers and TAs involved with Learning Support initiatives.

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