

Job description: special educational needs co-ordinator (SENCO)

Job title: Special educational needs co-ordinator (SENCO)

Salary: UPS/MPS +TLR

Contract type: Full-time/part time by negotiation; permanent

Reporting to: Senior Team and Headteacher

Responsible for: Assistant Senco and TA team

Main purpose

The SENCO, under the direction of the senior team and Headteacher, will:

- Realise the strategic development of special educational needs (SEN) policy and provision in the school;
- Be responsible for and lead the day-to-day operation of the SEN policy and co-ordination of specific provision to support individual students with SEN or a disability;
- Lead by practical example and provide professional guidance to colleagues, working closely with staff, parents and other agencies such as SEN providers. The SENCO will also be expected to fulfil the professional, practical responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.
- Strategically develop and deliver interventions to support SEN students to achieve their academic potential.
- Be responsible for Looked After Students and work closely with the DSL.

Duties and responsibilities

Strategic development of SEN policy and provision

- Have a strategic overview of provision for students with SEN or a disability across the school, monitoring and reviewing the quality of provision;
- Contribute to school self-evaluation, particularly with respect to provision for students with SEN or a disability;
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan;
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice;
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register, provision map and other school specific records;
- Provide guidance to colleagues on teaching students with SEN or a disability, advise on the graduated approach to SEN support and practically provide day to day support in the classroom for identified students.
- Advise on the use of the school's budget and other resources to meet student needs effectively, including staff deployment;
- Be aware of the provision in the local offer;
- Organise and monitor EAA in consultation with the Exams Officer;
- Co-ordinate, monitor and review SEN action and intervention plans;

- Co-ordinate and organise intervention and alternative provision such as off-site education;
- Manage SEN resources and budget;
- Develop and monitor strategies for supporting EAL students;
- Work with primary providers, other schools within and outside the Trust, educational psychologists, health professionals, and other agencies with a SEN focus;
- Be a key point of contact for external agencies such as Ed Psych;
- Analyse and present assessment data for students with SEN or a disability;
- Implement and lead intervention groups for students with SEN, evaluate their effectiveness, identify issues and develop progress plans.

Support for students with SEN or a disability

- Identify students' SEN;
- Co-ordinate provision that meets student needs, and monitor its effectiveness;
- Secure relevant services for the student;
- Ensure records are maintained and kept up to date;
- Review the education, health and care plans with parents/carers and the student;
- Communicate regularly, effectively and sensitively with parents/carers of SEN students;
- Ensure that if an SEN student transfers to another school, all relevant SEN information is conveyed to it, and a smooth transition is supported;
- Promote inclusion in the school community and access to the curriculum, facilities and extra-curricular activities;

Leadership and management

- Work with the Senior Team, Headteacher, other Trust SENCOs and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements;
- Prepare and review information the governing body and Trust is required to publish;
- Contribute to the school improvement plan and whole-school policy;
- Help identify training needs for staff and how to meet these needs;
- Lead INSET for staff if required;
- Attend 'Learning Forum' meetings, parents' evenings and any meetings related to SEN student progress;
- Regularly update and share procedural and tracking information;
- Promote an ethos and culture that supports the school's SEN policy and promotes appropriate outcomes for students with SEN or a disability so that they achieve their potential;
- Lead and manage teaching assistants working with students with SEN or a disability;
- Review staff performance on an ongoing basis and work closely with SLT to appraise colleagues.

Teaching responsibility

- Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the school's plans, curriculum and schemes of work in order to achieve target levels of student attainment, progress and outcomes.

- Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.
- Set and mark work to be carried out by the student in school and elsewhere.
- Participate in arrangements for preparing students for external examinations.

Health, safety and behaviour management

- Promote the safety and well-being of students in accordance with the school's Safeguarding Policy and Procedures;
- Maintain good behaviour among students in accordance with the school behaviour and inclusion policy.

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status; this is a requirement under the SEND Code of Practice • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment; this is a requirement under the SEND Code of Practice • Degree
Experience	<ul style="list-style-type: none"> • Teaching experience; a minimum of 5 years is desirable. • Experience of working across a variety of departments and key stages. • Involvement in self-evaluation and development planning. • Experience of conducting training/leading INSET is desirable.
Skills and knowledge	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice. • Understanding of what makes 'quality first' teaching, and of effective intervention strategies. • Ability to plan and evaluate interventions. • Data analysis skills and the ability to use data to inform provision planning. • Effective communication and interpersonal skills. • Ability to build effective working relationships with colleagues, parents, carers and outside SEN agencies. • Ability to influence and negotiate. • Good record-keeping skills.

Personal qualities	<ul style="list-style-type: none">• Is a kind person who is generous of spirit.• Works hard.• Is always optimistic and cheerful.• Reliable in meeting deadlines, completes a course of action and is punctual.• Works energetically and calmly with others, delegating appropriately.• Positively builds relationships students and colleagues.• Maintains and promotes positive behaviour among students in accordance with the school behaviour and inclusion policy.• Proactively reviews own performance, positively accepts and acts on advice for improvement.• Seeks out learning opportunities and positively addresses own professional development.• Leads by example and is a role model to others.
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Notes:

This job description may be amended at any time in consultation with the postholder.