



Faculty/Department	
Job Title:	Special educational needs co-ordinator
Grade:	TLR2b
Post Purpose:	<p>The SENCO, under the direction of the headteacher, will:</p> <ul style="list-style-type: none"> ➤ Determine the strategic development of special educational needs (SEN) policy and provision in the school ➤ Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability ➤ Provide professional guidance to colleagues, working closely with staff, parents and carers, and other agencies <p>While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for shaping the provision of support staff placement, the day-to-day education and support of pupils within their classroom.</p> <p>Responsible for: Asst. SENCO, Learning Mentors, Specialist Intervention TAs, teaching responsibility (0.2)</p>
Accountable to:	Headteacher
Duties, Responsibilities and Key Tasks:	<p>Strategic development of SEN policy and provision</p> <ul style="list-style-type: none"> • Have a strategic overview of provision for pupils 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 pupils with SEN or a disability • Make sure the SEN policy is put into practice, and its objectives are reflected in the school improvement plan (SIP) • Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice • Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective • Be an active participant as part of the senior leadership team within the school <p>Operation of the SEN policy and co-ordination of provision</p> <ul style="list-style-type: none"> • Maintain an accurate SEND register and provision map • Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support • Advise colleagues on applying adapted teaching strategies tailored for individual pupils with SEN • Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment • Be aware of the provision in the local offer • Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies • Be a key point of contact for external agencies, especially the local authority (LA) • To attend data meetings to be informed about pupils with SEN or a disability or watchlist

- Analysis of the assess, plan, do, review process of IEPs and provide feedback where necessary
- Support with implementation of intervention groups for pupils with SEN, and evaluate their effectiveness
- Be the teacher presence – working within specialist intervention class/es
- Respond to LA on placement consultations for children with EHCPs

Leadership and management

- Play an active role within the senior leadership team (SLT), by working alongside the headteacher 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 board is required to publish
- Contribute to the SIP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET training for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Active involvement liaising with other SENCO professionals in the LA, Trust and the quadrant

Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges
- Undertake training as a Designated Safeguarding Lead (DSL)
- Take part in supervision as part of the DSL team

Routine Tasks

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care (EHC) plan with parents/carers and the pupil
- Communicate regularly with parents/carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability
- To work alongside Deputy to organise staff cover for daily absences

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.



General

- To be aware of the Trust's duty of care in relation to staff, students and visitors and to always comply with the health and safety policy.
 - Some working flexibility will be required to meet the demands of this post.
 - To establish and maintain positive, constructive, and professional working relationships with staff, visitors, students, parents, and other professionals of the Trust.
 - To be aware of and comply with the codes of conduct, regulations and policies of the Trust and its commitment to Equality, Diversity and Inclusion. Act in a courteous way at all times in communications with both colleagues and all stakeholders.
 - To contribute to whole School and Trust events as and when required.
 - To develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated to support the development of the school.
 - To carry out any other reasonable duties or requests of your Line Manager and/or Head of School, that are in keeping with this post or as may be determined from time to time by the Operations Manager, Head of School or CEO.
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This job description reflects the principal accountabilities of the post holder and identifies the level of responsibility as which they will be required to work. In the interests of effective working, the major tasks may be reviewed on an annual basis to reflect changing business needs and circumstances. Such reviews, and any consequential changes, will be carried out in conjunction with the post holder. It does not form part of your contract of employment.

The 5 Dimensions Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All posts are defined as Regulated Activity and therefore this post is subject to an Enhanced DBS.



PERSON SPECIFICATION

ATTRIBUTE	Essential (E) or Desirable (D)	Assessment
Qualifications		
Qualified teacher status	E	A
Degree	E	A
National Award for SEN Co-ordination or a willingness to complete	D	A/I
Knowledge and experience		
Teaching	E	A/I
Experience of working at a whole school level	E	A/I
Involvement in self-evaluation and development planning	E	A/I
Sound knowledge of the SEND Code of Practice	E	A/I
Understanding of what makes 'quality first' teaching, and of effective intervention strategies	E	A/I
Ability to plan and evaluate interventions	E	A/I
Working knowledge of relevant policies and practices in relation to safeguarding, child protection, SEN, and inclusion	E	A/I
Skills		
Data analysis skills and the ability to use data to inform provision planning	E	A/I
Effective communication and interpersonal skills	E	A/I
Excellent IT skills, including Microsoft office, Teams, etc	E	A/I
Ability to relate well to children, parents, teaching, and other staff	E	A/I
Ability to influence and negotiate	E	A/I
Good record-keeping skills	E	A/I
Ability to work under pressure and prioritise effectively	E	A/I
Ability to build professional relationships with students based on respect.	E	A/I
Highly organised with good organisational skills.	E	A/I
Personal attributes		
Demonstrate and adhere to 5 Dimensions core values	E	I
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	E	A/I
Adhere to GDPR guidelines and the Trust's internal procedures	E	I
Adhere to the Trust's Safeguarding and Prevent policy	E	I
Adhere to Health and Safety Policy	E	I
Commitment to own professional development	E	I/A
Commitment to equality and diversity in the workplace	E	I

A = Application

I = Interview

T = Task/Activity

R = References

I confirm that I have received a copy of the above job description for this role.

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Date

Signature