

<b>Job Title:</b>	SENCo	<b>Reports to:</b>	Headteacher
<b>Location:</b>	High Street Primary Academy & Marlborough Primary Academy	<b>Accountable to:</b>	Headteacher
<b>Salary/Grade:</b>	MPS/UPS with SEN minimum allowance	<b>Hours of Work:</b>	Part-time

## Principle Purpose of the Role

- To determine the strategic development of special educational needs (SEN) policy and provision in the school.
- To 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.
- To provide professional guidance to colleagues, working closely with staff, parents and other agencies.

The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document.

As well as the core responsibilities detailed above, other key areas of accountabilities and tasks include:

## Key Duties

### Strategic development of SEN policy and provision

- To have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- To contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability.
- To ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan.
- To maintain an up-to-date knowledge of national and local initiatives which may affect the school’s policy and practice.
- To 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

- To maintain an accurate SEND register and provision map.
- To provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support.
- To advise on the use of the school’s budget and other resources to meet pupils’ needs effectively, including staff deployment.
- To be aware of the provision in the local offer.
- To work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies.
- To be a key point of contact for external agencies, especially the local authority.
- To analyse assessment data for pupils with SEN or a disability.



- To implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.

### **Support for pupils with SEN or a disability**

- To identify a pupil's SEN.
- To co-ordinate provision that meets the pupil's needs, and monitor its effectiveness.
- To secure relevant services for the pupil.
- To ensure records are maintained and kept up to date.
- To review the education, health and care plan with parents or carers and the pupil.
- To communicate regularly with parents or carers.
- To ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
- To promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- To work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability.

### **Leadership and management**

- To work with the Headteacher, assistant heads and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- To prepare and review information the governing board is required to publish.
- To contribute to the school improvement plan and whole-school policy.
- To identify training needs for staff and how to meet these needs.
- To lead INSET for staff.
- To share procedural information, such as the school's SEN policy.
- To promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability.
- To lead and manage teaching assistants working with pupils with SEN or a disability.
- To lead staff appraisals and produce appraisal reports.
- To review staff performance on an ongoing basis.
- To add any other duties of particular relevance to your school.

### **Additional Duties**

- 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.
- 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 Assistant Headteacher.

### **Staff Development**

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.



- To work as a member of a designated team and contribute positively to effective working relations within the school.

## Communications

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.

## Corporate Accountabilities

- To share the school's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day-to-day work.
- To perform your role, as part of a highly committed team and delivering your service in a way that helps the school achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.
- To contribute to the evaluation and development of services across the school as part of the school's ongoing self-assessment cycle.

## Professional

- To ensure the maintenance of standards of practice according to the employer and any regulating bodies, and keep up-to-date on new recommendations/guidelines set by the relevant departments.
- To ensure that confidentiality is protected at all times.
- To ensure clear objectives are identified, discussed and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development.
- To participate in individual performance review and respond to agreed objectives.
- To keep all records up to date in relation to Continuous Professional Development and ensure personal development plans maintain up-to-date specialist knowledge of latest theoretical and service delivery models/developments.
- To attend relevant conferences/workshops in line with identified professional objectives.
- To support and encourage harmonious internal and external working relationships.
- To raise the profile of the Academy by making positive contributions.

## General

- To contribute to the development of best practice within the service.
- To ensure a comprehensive understanding of the relevant safeguarding legislation, guidance and best practice.
- All employees have a responsibility and a legal obligation to ensure that information processed is kept accurate, confidential, secure and in line with the Data Protection Act (2018) and Security and Confidentiality Policies.
- It is the responsibility of all staff that they do not abuse their official position for personal gain, to seek advantage of further private business or other interests in the course of their official duties.
- This Job Profile does not provide an exhaustive list of duties and may be reviewed in conjunction with the post holder in light of service development.

## Values, Behaviours and Curriculum Principles

- To perform your role in alignment with the Trust's values, behaviours and curriculum principles:



## Values

- Inclusivity
- Promoting social mobility
- Serving local communities
- Believing in the potential of our young people
- Preparing tomorrow's adults to contribute to social, economic, environmental and cultural sustainable development

## Behaviours

- Encouraging professional freedoms within consistent boundaries
- Championing young people rather than institutions
- Collaborating rather than competing where it delivers positive impacts on learning
- Acting with the highest levels of integrity and engendering trust
- Continually developing the skills and capacities of our people and our organisation

## Curriculum Principles

- Delivering high standards of education for all pupils
- Providing a broad, rich and experiential curriculum to develop rounded young people
- Providing pathways that are relevant to the needs of our young people and the wider community
- Basing our approach on verifiable research evidence where it exists
- Teaching young people how to be effective learners

## Leadership and Management

- To lead a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.
- To focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.
- To aim to ensure that all learners complete their programmes of study. Provide the support for staff to make this possible and do not allow gaming or off-rolling
- To engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services.
- To engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload.
- To protect their staff from bullying and harassment.
- To ensure a clear vision and strategy and that resources are managed well. Hold staff to account for the quality of education or training.
- To ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners.
- To lead a culture of safeguarding that supports effective arrangements to:
  - Identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation.
  - Help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help.
  - Manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.



**Note:** You may be required to perform duties other than those given in the job description for the post. The duties and responsibilities attached to posts may vary from time to time without changing the character of the duties or the level of responsibility entailed. As such, the job description therefore is not intended to be exhaustive. It is also subject to change in the light of service developments and in consultation with the postholder and their manager. The post holder will be expected to adopt a flexible attitude to the duties to meet deadlines.



## Person Specification

Education and Training			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Qualified Teacher Status	E	X	
Qualified to degree level	E	X	
National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment	E	X	X
Experience, Knowledge and Skills			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Sound knowledge of the SEND Code of Practice	E	X	X
Awareness of the current changes in SEND funding and delivery	E	X	X
Understanding of what makes 'quality first' teaching, and of effective intervention strategies	E	X	X
Understanding of learning needs and the importance of raising achievement among pupils	E	X	X
Teaching experience	E	X	X
Experience of working at a whole-school level	E	X	X
Involvement in self-evaluation and development planning	E	X	X
Experience of conducting training/leading INSET	E	X	X
Ability to demonstrate, understand and apply the Trust's values, behaviours and curriculum principles.	E	X	X
Proven leadership and management skills with a clear vision and strategy for providing high quality, inclusive education and training to all	E	X	X
Ability to plan and evaluate interventions	E	X	X
Data analysis skills, and the ability to use data to inform provision planning	E	X	X
Effective communication and interpersonal skills	E	X	X
Ability to build effective working relationships	E	X	X
Ability to influence and negotiate	E	X	X
Good record-keeping skills	E	X	X
Personal Attributes			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	E	X	X
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	E	X	X
Ability to work under pressure and prioritise effectively	E	X	X
Commitment to maintaining confidentiality at all times	E	X	X
Commitment to safeguarding and equality	E	X	X

