

Job description: Special educational needs co-ordinator (SENCO) with responsibility for School Resourced Provision

Job details

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

Salary: Main scale/UPS plus TLR 2A

Hours: 22.5 hours per week / 4 days per week

Contract type: Permanent

Reporting to: Headteacher

Main purpose

The SENCO, under the direction of the headteacher, will:

- 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
- Be responsible for the strategic leadership, curriculum planning and co-ordination of the school-based resource provision
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

Duties and responsibilities

Strategic development of SEN policy and provision

- 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 Development Plan (SDP)

- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice and work in partnership with the Trust Lead for Inclusion to ensure that provision at Halstow Primary School reflects this.
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

Operation of the SEN policy

- 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 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 and ensure that this is shared appropriately
- 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)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

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 plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, 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, where a looked-after pupil has SEN or a disability

Leadership and management

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Support curriculum implementation for children with SEND
- Prepare and review information for the local governing board
- Contribute to the school development plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET 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
 - Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability, including those within the school-based resource provision
- Lead staff professional development conversations
- Review staff performance on an ongoing basis

Other areas of responsibility

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 headteacher

Person specification

CRITERIA	QUALITIES
Qualifications and training	➤ 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, relevant teaching qualification

Experience	➤ Experience of working closely with children with SEND ➤ Minimum of 5 years teaching experience ➤ Experience of working at a whole-school level ➤ Involvement in self-evaluation and development planning ➤ Experience of conducting training/leading INSET
Skills and knowledge	➤ Sound knowledge of the SEND Code of Practice ➤ Understanding of what 'quality first' teaching is 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 ➤ Ability to influence and negotiate ➤ Good written communication
Personal qualities	➤ Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school ➤ Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability ➤ Commitment to ongoing professional learning ➤ Good communication skills ➤ Ability to work under pressure and prioritise effectively ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding and equality