

KINGSTONE ACADEMY TRUST
KINGSTONE HIGH SCHOOL
JOB DESCRIPTION – SENDCo

POST TITLE	SENDCo
EMPLOYMENT DUTIES	To be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document
<i>The job description should be read alongside the range of professional duties of teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48 to 50. The post-holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.</i>	

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
- Provide professional guidance to colleagues, working closely with staff, parents and carers, and other agencies

The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD (if required).

While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

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 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

Operation of the SEN policy and co-ordination of provision

- 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 differentiated 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)
- 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 (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

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 board of trustees 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
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability

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

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 SENDCo will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Head of School.

PERSON SPECIFICATION

Criteria	Essential
Qualifications and training	• Qualified teacher status [note: this is a requirement under the SEND Code of Practice] • National professional qualification (NPQ) for SENCOs, or a willingness to complete it within 3 years of appointment [note: this is a requirement under the SEND Regulations 2014]. If the applicant has already completed the previous qualification, NASENCo – or started it before September 2024 and will complete the qualification before 1 September 2027 – this will still be valid, and they won't need to take the NPQ to meet the training requirements] • Degree
Experience	• Teaching experience • Experience of working at a whole-school level • Experience of working with children with a range of SEN • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Experience of line managing staff
Skills and knowledge	• 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 • Ability to influence and negotiate • Good record-keeping skills
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 • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality