

Job Description

School:	Valley Primary School
Job title:	SENCO
Reports to:	Headteacher
Scale/FTE:	Main Pay Scale / Upper Pay Scale

Key Purpose:

The SENCO, under the direction of the Head Teacher, will:

- Determine the strategic development of SEND policy and provision in the school;
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND or a disability;
- Ensure pupils with SEND are fully included in all aspects of school life and that all staff demonstrate high levels of ambition and expectation for these pupils;
- Liaise with the Hub Lead to ensure the efficient daily running of this provision;
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies;
- Fulfil the professional responsibilities of a teacher, as set out in the School Teacher's Pay and Conditions Document.

Strategic Development of SEND Policy & Provision:

The SENCO will:

- Have a strategic overview of provision for pupils with SEND across the school including the SEND Hub, monitoring and reviewing the quality of provision;
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND and inclusion;
- Ensure that the SEND policy is put into practice, and that the objectives of this policy are reflected in the School Development Plan;
- To be aware of and ensure that the Local Offer is being delivered at Valley effectively;
- Evaluate whether funding is being used effectively and propose changes to make use of funding more effective;
- With the Deputy Head Teacher, analyse pupil assessment data to ensure high quality outcomes for all groups of learners, specifically those pupils with SEND, SEMH, LAC and those with EAL to drive school improvement;
- With other leaders, monitor progress, attainment and outcomes of pupils with SEND across the curriculum to evaluate progress against the School Development Plan and set new priorities;
- Work with other senior leaders on development of the curriculum, both core and foundation subjects;

- Continually review and develop effective teaching and learning strategies throughout the school to ensure pupils with SEND are offered the appropriate adaptations where necessary.

Operation of SEND Policy & Co-ordination of Provision

The SENCO will:

- Maintain and regularly update the SEND register for the school; Maintain provision maps for each Year Groups and Individual Provision Maps for pupils in consultation with the Class Teachers;
- Maintain individual case studies for SEND pupils;
- Assist in the compilation, supervision and operation of timetables and rotas;
- Provide guidance and support to colleagues on teaching pupils with SEND and advise on the graduated approach to SEND support;
- Support staff with the completion of SEN paperwork and to meet with staff and parents;
- Advise on the most appropriate use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment;
- Be the key point of contact for external agencies as well as acting as link to Early Years providers.

Safeguarding

The SENCO will:

- Support other Senior Leaders on the early identification of need and act as Lead Professional on CAFs where appropriate;
- Maintain the school's records for Health Care Plans, Allergy Plans and all other medical needs;
- Review and ensure the correct implementation of the school's Managing Medicines policy;
- Oversee and review the school's Intimate Care Policy and write Intimate Care Plans for pupils where necessary;
- Demonstrate a firm understanding of the increased risks relating to safeguarding or pupils with SEND and raise awareness of this in your day-to-day work;
- Incorporate check-in mechanisms for pupils with SEND to ensure they are happy and safe and free from bullying and harassment;
- Act within the expectations of the school's Child Protection & Safeguarding Policy and other related policies;

Leadership & Management

The SENCO will:

- Work with the Head Teacher and the Local Governing Body to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements;
- Ensure that the recommendations in the Special Educational Needs Code of Practice (C of P) are fully implemented throughout the school and that staff are fully aware;
- Liaise with the Trust's Strategic Lead for SEND to review current practice and, where necessary, implement new initiatives or interventions;
- Prepare and review information that the Local Governing Body is required to publish on the school website;

- Contribute to the School Development Plan and whole school policies relating to the provision and ambition for pupils with SEND;
- Identify training needs for staff and identify how to meet these needs;
- Lead INSET training for staff on a termly basis and provide specific training for teaching assistants linked to a skills audit;
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND or a disability.
- Liaise with relevant external professionals to secure effective support for specific identified pupils and, where appropriate, plan and deliver staff training.

Wider Responsibilities

The SENCO will :

- Undertake the appraisal cycle for support staff;
- Provide written guidance and support for parents on all areas of SEND and maintain an information section on the school website;
- Develop positive partnerships with parents through family engagement initiatives such as coffee mornings, Christmas crafts, and parent-inclusive SALT sessions.
- To keep abreast of developments and good practice within the field of SEND within the primary context;

Equalities

The SENCO will:

- Work within the Trust's Equal Opportunities Policy and statutory responsibilities;
- Review the school's Equality Objectives annually;
- Act as the school's Equality and Diversity Lead and attend meetings of the Trust's working group.

Details and emphasis are subject to amendment and revision in the light of the changing needs of Mosaic Schools Learning Trust. This will always be in consultation with the post holder and any additional training needs identified and discussed with the post holder's line manager.

Mosaic Schools Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification	
Criteria	Essential = E Preferable = P Desirable = D
Education & Qualifications <ul style="list-style-type: none"> • Qualified Teacher Status. • Either already hold the National Award for SEN Co-ordination or be working towards the qualification. • Other educational professional qualification including those that relate to the assessment of specific learning difficulties. 	E E D
Experience <ul style="list-style-type: none"> • Be a qualified teacher who has taught for minimum of three years; • Experience of teaching pupils with complex needs and securing excellent outcomes for these; • Experience of setting targets and monitoring, evaluating and recording progress; • Experience of working with parents to support pupils in their learning; • Experience of delivering inclusive practice for a range of specific learning difficulties; • Experience of working as part of a team and supporting staff on school development priorities. • Experience of working within Senior Leadership; • Experience of working in more than one Key Stage within a primary school setting; • Experience of running an internal SEND provision • Experience of dealing successfully with challenging and sensitive situations in a modern-day primary school; • Experience of managing budgets; • Experience of using the Education Endowment Fund tools. 	E E E E E E D D D D D D
Knowledge & Understanding <ul style="list-style-type: none"> ▪ Knowledge and understanding of the statutory requirements relating to SEN, Safeguarding and Equality; ▪ Knowledge of the Code of Practice and meeting the needs of pupils with SEND in a mainstream primary school; ▪ Knowledge and understanding of current best practice in provision for SEND; ▪ Excellent understanding of the principles of inclusive teaching and learning for all pupils but especially those with SEND; ▪ Secure knowledge relating to the effective planning, implementation and evaluation of interventions to secure high quality outcomes for pupils with SEND; 	E E E E E

<ul style="list-style-type: none"> ▪ Knowledge and understanding of the most effective behaviour management techniques to be used with pupils with SEND; ▪ Show a commitment to your ongoing professional development and training. ▪ Knowledge and understanding of the current White Paper for SEND ▪ Knowledge and understanding of the external agency network within the London Borough of Bromley. 	<p>E</p> <p>E</p> <p>E</p> <p>D</p>
<p>Professional Skills, Ethos & Abilities</p> <ul style="list-style-type: none"> ▪ Ability to work effectively as part of a team both and school and Trust level; ▪ Ability to promote excellent learning behaviour; ▪ Competent user of ICT; ▪ Ability to analyse data to evaluate impact of interventions and inform future provision planning; ▪ Ability to advise and motivate staff members on initiatives relating to SEND; ▪ Ability to develop strong working relationships with parents and other external stakeholders; ▪ Ability to work under pressure. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
<p>Personal Attributes</p> <ul style="list-style-type: none"> ▪ Be approachable and empathetic; ▪ Be highly organised, resourceful and time efficient; ▪ Excellent inter-personal skills; ▪ Display warmth, care and sensitivity; ▪ Be flexible, adaptable and open-minded; ▪ Show a high degree of optimism and enthusiasm; ▪ Uphold the values, policies and procedures of the school and Mosaic Schools Learning Trust; ▪ Commitment to championing the pupils with SEND. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>