



SENCO - Job Description

Reports to: Principal

Pay grade range: LD

Summary:

Under the direction of the principal the SENCO will:

Support the strategic development of 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 other agencies.

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

Main Responsibilities:

- 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.
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan where necessary.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
- Evaluate whether funding is being used effectively and propose changes to make use of funding more effective.
- 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 in conjunction with the Senior Leadership Team
- 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

CEO Mr C Hill

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- Be a key point of contact for external agencies in relation to supporting pupils' needs.
- Analyse assessment data for pupils with SEN or a disability
- Implement intervention groups for pupils with SEN and evaluate their effectiveness.
- 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 with parents or carers and the pupil.
- Communicate regularly with parents or carers.
- Ensure that 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.
- Carry out initial Dyslexia screenings and administer visual stress tests. Write reports to support findings and feedback outcomes and recommendations to parents.
- Work with the Principal 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 Trust are required to publish.
- 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 working with pupils with SEN or a disability.
- Support staff with behaviour issues and implementation of behaviour management strategies



General Responsibilities:

- Deliver, promote, and support good practice in relation to equality, diversity, safeguarding and prevent duties.
- Promote and maintain a safe and healthy working environment and be responsible for own health and safety.
- Promote and ensure own compliance with the requirements of the General Data Protection Regulations 2018
- Adhere to the guidance of Keeping Children Safe in Education.
- Undertake any other duties and responsibilities commensurate with the level of post as required.

Person Specification:

Criteria	Essential or Desirable
Qualified teacher status	Essential
National Award for SEN Co-ordination	Essential
Degree	Essential
DSL accreditation (or willingness to undertake training)	Essential
Teaching experience (minimum 3 years teaching experience)	Essential
Experience of working at a whole school level	Essential
Involvement in self-evaluation and development planning	Essential
Experience of conducting training/leading INSET	Desirable
Experience of managing and appraising SEN support staff	Essential
Sound knowledge of the SEND code of practice	Essential
Understanding of what makes 'quality first' teaching and of effective intervention strategies	Essential
Ability to plan and evaluate interventions	Essential
Data analysis skills and the ability to use data to inform provision planning	Essential
Effective communication and interpersonal skills	Essential
Ability to build effective working relationships	Essential
Ability to influence and negotiate	Essential
Good record-keeping skills	Essential
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	Essential

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