

Job Description and Personal Specification: SENCo

Responsible to:	Head of School
Job Type:	Part-time, Permanent
Grade:	TBC
Hours per week:	0.6 FTE
Working weeks:	52 working weeks
Location	The Elms Primary School

Main purpose

The SENCO, under the direction of the Head of School, 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 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.
- 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 maps across the school.
- 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.
- 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

- Support staff to identify a pupil's SEN need.
- 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.
- Apply for and review the education, health and care plan (EHCP) with parents or carers and the pupil.
- Communicate regularly with parents/carers.
- Ensure 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 children we care for (CWCF), 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.
- Prepare and review information the governing board is required to publish.
- Contribute to the SIP and whole-school policy.

Cambrian Learning Trust (CLT) Employees are predominantly based at one location but may be required from time to time to work at another school within the MAT. A full list of schools within CLT can be found at <https://cambrianlearningtrust.org>

1

- Identify training needs for staff and how to meet these needs.
- Lead INSET for staff on areas of SEND to support the whole school ethos of inclusion and high-quality teaching.
- 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.
- Lead staff appraisals and produce appraisal reports.
- Review staff performance on an ongoing basis.

Safeguarding

- Train to be one of the designated safeguarding leads (DSLs) in the school.
- Liaise and collaborate with the other designated safeguarding leads (DSLs) 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 SENCO 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	QUALITIES
Qualifications and training	<ul style="list-style-type: none">➤ Qualified teacher status [note: 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 [note: this is a requirement under the SEND Code of Practice]➤ Degree➤ Evidence of additional professional development (desirable)

Cambrian Learning Trust (CLT) Employees are predominantly based at one location but may be required from time to time to work at another school within the MAT. A full list of schools within CLT can be found at <https://cambrianlearningtrust.org>

1

Experience	<ul style="list-style-type: none">➤ Teaching experience across the whole Primary age range.➤ Experience of working at a whole-school level➤ Involvement in self-evaluation and development planning➤ Experience of conducting training/leading INSET➤ Experience of line management of staff.
Skills and knowledge	<ul style="list-style-type: none">➤ 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	<ul style="list-style-type: none">➤ 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.