



Summary Role Description

SENCO – Special Educational Needs Co-Ordinator

Reporting to

Head Teacher

Pay

L4 Spot Point

Key Outcomes of the Role

Strategic development and coordination of the school's Special Educational Needs and Disabilities (SEND) provision and day to day oversight of the achievement of pupils with SEND.

Role Purpose

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

- Determine the strategic development of special educational needs (SEND) policy and provision in the school
- Be responsible for overseeing the day-to-day implementation of the SEND policy and school handbook and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance and support to colleagues, working closely with staff, parents and other agencies.
- Monitoring progress of pupils with SEND, and achievement, both academic and in identified areas of need e.g. speech and language, social communication
- Line-manage Teaching Assistants

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

Primary Responsibilities

1. Strategic development of SEN policy and provision
 - Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the impact and quality of provision on pupil outcomes
 - Contribute to school self-evaluation, particularly with regards to provision for pupils with SEND and school-based systems and processes
 - Lead the effective implementation of the Trust SEND policy and school SEND handbook with its objectives reflected in School and Trust Team Development Plans
 - Maintain up-to-date knowledge of current national and local initiatives that may affect the school's policy and practice, networking with professionals, as and when appropriate
 - Evaluate the effectiveness of funding against pupil outcomes, including tracking of whole school costed provision map

2. Operation of the SEN policy and co-ordination of provision
 - Maintain accurate and up to date SEND registers and provision mapping
 - Ensure school-based systems and processes for the identification of SEND are understood and followed
 - Provide guidance and support to colleagues on teaching and supporting pupils with SEND,
 - Advise colleagues on the graduated approach to SEND support
 - Keep up to date with the county's local offer and signpost relevant members of staff to appropriate training and resources
 - Work with SLT and be the key point of contact for, early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
 - Monitor and analyse progress data for pupils with SEND
 - Implement intervention groups for pupils with SEND, and evaluate their effectiveness against pupil outcomes

3. Support for pupils with SEND
 - Work alongside colleagues on the early identification of SEND
 - Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
 - Secure relevant services for the pupil, including additional funding, Education, Health and Care Needs Assessments and Plans (EHCP), as and when appropriate
 - Ensure records are maintained and kept up to date and shared with all relevant parties in a timely manner
 - Review progress against outcomes detailed in the education, health and care plan (EHCP) with parents or carers and the pupil
 - Communicate regularly with parents or carers, providing updates as and when necessary
 - 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 identified or suspected SEND
 - Designated teacher for CiC pupils (desirable)

4. Leadership and management
 - Work alongside the headteacher, inclusion lead and wider staffing body 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 e.g. SEN Information Report



- Contribute to the school and Trust improvement plan and development of whole policies, where appropriate
- Identify training needs for staff and coordinate training to meet these needs, including training on INSET days
- Lead the implementation of the Trust SEND policy and school's SEND Handbook
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND
- Lead and manage teaching assistants (TAs) working with pupils with SEND including appraisal and review meetings
- Review staff performance on an ongoing basis

General Responsibilities

- Work in compliance with the Code of Conduct and policies of the Trust, having regard to safeguarding, equal opportunities and inclusion.
- Support continuous improvement in both personal performance and the work of the team.
- Adhere to safe working practices in premises/work areas for which you are responsible.
- These are defined in the Trust's Health & Safety Policy and codes of practice.
- Ensure that quality of work is of a high standard and complies with current legislation / standards.
- Provide a professional and positive role model in terms of personal presentation, timekeeping and behaviour.
- Take responsibility for personal professional development, participating in appraisal processes and working towards targets as agreed with the line manager and head teacher.
- The details provided in this job description are to give an indication of the nature of the role. Additional duties may also be requested of the role holder, and the allocation of specific responsibilities may be amended from time to time, in negotiation with the role holder. The job description will be reviewed on an annual basis.
- The governance team is committed to safeguarding and promoting the welfare of all young people and expects all staff to share that commitment. The post will be dependent on a satisfactory Disclosure & Barring Service (DBS) record check and acceptable references.

Please see below for the Knowledge and Experience section against which shortlisting will be conducted.

Person Specification

SENCO – Special Educational Needs Co-Ordinator

Essential (Must)	Desirable (Should)
<p>Knowledge & Experience</p> <ul style="list-style-type: none"> • QTS + National Award for SEN Coordination, experience of being a SENCO or inclusion lead • Evidence of removing pupils’ barriers to learning • A proven track record of implementation of effective progress monitoring systems for pupils with SEND • A strong understanding of the local offer, both at school, local and national level, based upon the most recent version of the SEN code of practice • Clarity communication; written, parental and staff • Experience of managing others including delegation, monitoring, evaluating 	<p>Knowledge & Experience</p> <ul style="list-style-type: none"> • A willingness and ability to develop specialist knowledge and keep up to date with local and national policies and developments • Experience of inspiring and motivating other teachers, modelling good practice, and developing a whole school commitment to supporting pupils with SEND • Leadership Qualification e.g. NPQML, NPQSL • Experience of working across key stages within a primary school • Proven track record of supporting staff to improve outcomes for pupils with SEND • Experience of working alongside the senior leadership team in the strategic development and coordination of SEND provision • Introduction of intervention programmes to match need • Understanding of diagnostic assessments on early identification

<p>Abilities & Aptitudes</p> <ul style="list-style-type: none"> • Excellent communication skills, both written and verbal • Excellent organizational and time management skills • Excellent ICT skills – both to support learning and for administration purposes • Compassionate and empathetic approach • The ability to work within a team • Evidence of a commitment to equality of opportunity and social inclusion 	<p>Abilities & Aptitudes</p> <ul style="list-style-type: none"> • Experience of monitoring and analysing pupil data, both academic and in other identified areas of need e.g. SALT, social communication • Proven track record of successful implementation of whole school policy • Proven track record of successful requests for additional funding and EHCP assessments • Experience of monitoring the impact of interventions on pupil outcomes and identification of next steps
---	--

The governance team is committed to safeguarding and promoting the welfare of all young people and expects all staff to share that commitment. The post will be dependent on a satisfactory Disclosure & Barring Service (DBS) check and acceptable references.