

THE PARTNERSHIP TRUST	
JOB DESCRIPTION & PERSON SPECIFICATION	
NAME:	
POST TITLE: SENCO	GRADE: UPS (1-3) + TLR
RESPONSIBLE TO: Headteacher	
DATE:	

JOB PURPOSE

- To provide strategic leadership of the provision for pupils with special educational needs and disabilities (SEND), and those who are disadvantaged, in order to ensure that these pupils make excellent progress
- To support the Headteacher to lead, manage and effectively deploy staff and resources within SEND provision and provision for disadvantaged pupils.
- To lead, monitor and evaluate the development of learning and teaching strategies for disadvantaged pupils and those with SEND
- To ensure that staff are provided with relevant information and training relating to the support of disadvantaged pupils and those with SEND
- To lead on raising the attainment and achievement of disadvantaged pupils and those with SEND in all year groups
- To ensure that paperwork relating to pupils with SEND meets statutory requirements
- To maintain appropriate relationships with parents/carers of pupils with SEND and with relevant external organisations, as well as with the parents/ carers of pupils who need Early Help.
- Please note that this job description should be read alongside the 'Conditions of Employment of Teachers other than Headteachers' in the latest School Teachers' Pay and Conditions Document which fully defines the professional duties expected of a teacher.

MAIN ACCOUNTABILITIES

Operational/Strategic Planning

- Oversee the day-to-day operation of the schools' SEND and Pupil Premium policies
- Co-ordinate provision for children with SEN
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively, including use of the Pupil Premium
- Liaise with parents of pupils with SEND and those who need Early Help.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals and independent and voluntary bodies
- Act as a key point of contact for external agencies, especially the LA and its support services
- Liaise with previous and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Liaise with the relevant designated teacher where a looked after pupil has SEN

- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all pupils with SEN up to date
- Fulfil the role of Deputy Designated Safeguarding Lead alongside the other holders of that post.

MAIN ACCOUNTABILITIES

- To assess, record and report on the progress and attainment of pupils with SEN
- To monitor the learning, teaching and academic progress of pupils with SEN and lead appropriate interventions where required
- To apply specialist methods of teaching and to participate in arrangements for further training
- To support the Headteacher to effectively manage the deployment of teaching assistants ensuring the effective and efficient deployment of interventions and the support that enables pupils to access quality first teaching
- To maintain discipline in accordance with school procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- To update professional knowledge and expertise as appropriate to keep up-to-date with developments in teaching practices and methodology in general and in the specific context of provision for pupils with SEND
- To inform teachers, pupils and parents/carers about access arrangements for statutory assessments and lead on the necessary routines associated with these.

Liaison

- Pupils with SEND
- Disadvantaged pupils
- Parents/carers of pupils with SEND and/ or needing Early Help
- Senior Leadership Teams and Local Governing Bodies
- Teachers
- Teaching Assistants leading interventions
- SENCOs in the Partnership Trust and other networks
- Local Authority representatives
- External agencies such as Parent & Family Support Workers, LA Behaviour Panel, Education Attendance Officers and other relevant agencies

Recording and Assessment

- To monitor and evaluate pupil progress and provide assessment and feedback to pupils and teachers in line with whole school policy
- To organise and evaluate the tracking of pupil progress and use information to inform learning and teaching
- To provide or contribute to oral or written assessments and reports as required for individual pupils.

Leadership

- To provide strategic leadership of provision for pupils with SEN
- To lead the process of monitoring and evaluating SEN provision in line with agreed school policies and procedures including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required
- To lead the process of monitoring and evaluating provision for disadvantaged pupils in line with agreed school policies and procedures including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required
- To implement internal systems for tracking the attainment, progress, experiences and support provided for pupils with SEND, reporting outcomes to the Senior Leadership Team and Local Governing Bodies
- To pay due regard to the schools' Equality Policies and their application in the work of SEND support systems
- To promote the general progress and well-being of individual pupils and provide guidance and advice as necessary
- To participate in staff meetings that relate to curriculum development, assessment, health, safety and wellbeing, administration and organisational matters.

Pastoral Care

- To communicate and consult with parents of disadvantaged pupils and those with SEND and with other appropriate persons and bodies outside the school as appropriate
- To participate in meetings arranged for any of the purposes described, within the school's directed time schedule
- To promote the general progress and well-being of individual disadvantaged pupils and those with SEND
- To identify and celebrate the achievements of disadvantaged pupils and those with SEND in all aspects of school life
- To monitor home learning, ensuring that it contributes to the achievement of disadvantaged pupils and those with SEND
- To attend parent/carer evenings, information evenings and other events which the parents/carers of pupils with SEND are attending.

Safeguarding

- To undergo any necessary training for the role of Deputy Designated Safeguarding Lead, and to carry out that role according to the training and to the specification given in the latest version of Keeping Children Safe in Education. This includes being keenly aware of the responsibility for safeguarding children and help lead the application of the Safeguarding and Child Protection Policy
- Comply with the school's Safeguarding Policy in order to ensure the welfare of all children
- Support safeguarding issues relating to SEND students and ensure that the Designated Safeguarding Lead is informed of concerns.

OTHER DUTIES

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

- To contribute to the review of school policies as appropriate
- To provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with The Partnership Trust's Staff Code of Conduct and demonstrating high expectations of work and behaviour
- To manage own record keeping in respect of individual pupils' development, progress and attainment as appropriate
- To assist with the general pastoral care of pupils including helping pupils who are ill, distressed or injured
- To attend relevant meetings and participate in training opportunities and performance development as required
- To participate in agreed schemes of teacher appraisal to include all aspects of in-service training and development
- To develop links with governors, external agencies, neighbouring schools and schools that are members of The Partnership Trust
- To comply with school policies and procedures
- To participate in administrative and organisational tasks related to the duties described above.
- To support the school in meeting its legal requirements for worship
- To undertake any other duty as specified by School Teachers' Pay and Conditions Document not mentioned in the above

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As this postholder will be working in regulated activity, an Enhanced Disclosure and Barring Service (DBS) check will be required prior to commencement of employment. Individuals will be expected to provide details of their disclosure as soon as they receive it or if they are registered with the DBS Update Service to have given their permission for the Trust to access their online record.

The postholder will be expected to contribute to the protection of children as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager or Designated Safeguarding Lead.

The postholder will be required to promote, monitor and maintain health, safety and security in the workplace to include ensuring that the requirements of the Health & Safety at Work Act and all other mandatory regulations are adhered to.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • NASENCo • NPQSENCO (or willingness to achieve within 3 years of appointment, as required by law) • Evidence of continuous professional development in SEND or Inclusion 	<ul style="list-style-type: none"> • Further study or qualifications related to special education, e.g. dyslexia, autism, speech and language, SEMH • First Aid at Work or equivalent • Clean driving licence
Experience	<ul style="list-style-type: none"> • Successful and varied teaching experience across the primary phase • Proven experience of working with pupils with a range of SEND needs • Experience of working effectively with parents, carers, and external agencies • Experience of leading or coordinating provision for pupils with SEND • Experience in analysing data to inform provision and monitor impact • Experience of supporting staff in developing inclusive classroom practice 	<ul style="list-style-type: none"> • Experience of managing and supporting teaching assistants or support staff • Experience of working within a multi-agency context (e.g. with Educational Psychologists, Speech and Language Therapists, CAMHS)
Knowledge and understanding	<ul style="list-style-type: none"> • Thorough knowledge of the SEND Code of Practice (2015) and related legislation • Understanding of the graduated approach to SEND (Assess–Plan–Do–Review cycle) • Understanding of the Equality Act 2010 and its implications for inclusion • Awareness of the statutory responsibilities relating to EHCPs and annual reviews • Understanding of effective strategies for supporting pupils with a range of additional needs (e.g. ASD, ADHD, dyslexia, SEMH, speech and language) 	<ul style="list-style-type: none"> • Familiarity with provision mapping and progress tracking systems

	<ul style="list-style-type: none"> • Understanding of inclusive, adaptive teaching practices • Knowledge of safeguarding and child protection procedures • Ability to lead and inspire staff in best practice for inclusion • Ability to identify pupils' needs early and coordinate effective interventions • Ability to analyse data and use it to plan provision and measure impact • Excellent record-keeping, report-writing, and administrative skills • Ability to work collaboratively with staff, parents, and outside agencies • Confidence in delivering CPD and training to colleagues • Ability to advocate effectively for pupils with SEND 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • A strong commitment to inclusion and equality of opportunity for all children • Empathy, patience, and a child-centred approach • Resilience, flexibility, and ability to work under pressure • A reflective practitioner committed to ongoing professional learning • Integrity and discretion in handling sensitive information. • Positive, solution-focused attitude with high expectations for all pupils • Strong communication, interpersonal, and organisational skills 	<ul style="list-style-type: none"> • Desire to engage with CPD opportunities to further your career • High level of commitment to the role
<p>Other Factors</p>	<ul style="list-style-type: none"> • The SENCO will be a key member of the Senior Leadership Team (SLT) or will liaise closely with SLT. • The role may include limited teaching responsibilities, depending on school structure. • The successful candidate will be expected to model inclusive, evidence-based practice and support a whole-school culture of high aspirations for all learners. • To be able to positively promote the school in the local community 	

	<ul style="list-style-type: none">• Promote and safeguard the welfare of children and young people s/he is responsible for or comes into contact with• Ability to work with other agencies to promote the personal interests of the whole child	
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