

SWA Family SENCO 2024 - Job Description

Essential tasks required of Family SENCOs by the Local Authority:

1. To be the point of contact for the Local Authority in the dissemination of information across the Family of Schools.
2. Contribute to district moderation events.
3. Coordinate Family of Schools moderation to enable the allocation of AFN funds.
4. Ensure that there is moderation of requests made to the HLN panel, as well as of any emergency HLN requests, and check the list sent from HLN panel prior to each HLN panel meeting.
5. Ensure that the Local Authority is provided with FAM data.
6. Liaise with their District SENCo, in a supporting role, in carrying out an annual SEF for the use of High Needs Block monies.
7. Ensure that termly Family SENCo meetings take place.
8. Attend termly District SENCo Network events.
9. Ensure that the schools within their Family are aware that they must update and publish a SEND policy and an annual SEN information report in accordance with SEND reforms.
10. Represent the views of the SENCOs and Headteachers in their Family of Schools at district events.
11. Attend the termly primary and secondary springboard meetings for their Family of Schools.
12. Provide information to enable the District SENCo to track the features of High Needs funding in their Family of Schools.

Desirable tasks which Family SENCOs may carry out in agreement with others within their Family of Schools:

1. Contribute to SEN network events.
2. Coordinate the identification of Family SEND training needs.
3. Coordinate the delivery of Family SEND training.
4. Mentor and support the induction of new SENCOs into the Family of Schools.
5. Collate monitoring data on SEND within the Family of Schools and use this to inform decision making regarding funding.
6. Represent Family SEND issues at the Family of School's head teacher meetings, including reporting on decisions and monitoring, and raising the profile of SEND issue.
7. Visit schools each regularly to monitor the use of AFN resources, and to provide support to SENCOs.
8. Be proactive in informing the Local Authority of local SEND issues, e.g. advising on how Local Authority support services might develop to better meet the needs of schools in the Family.
9. Coordinate the updating of the Family SEND policy.
10. Provide support to SENCOs in particularly complex casework.
11. Visit the schools in their Family to promote and share best practice for the use of SEN resources.
12. Contribute to the design and development of county SEND events by presenting, helping with logistics and recommending topics.
13. Form sub groups to lead on the development of local policy.
14. Support the schools within their Family to publish an SEN Information Report in accordance with the requirements of the Special Educational Needs and Disability Regulations 2014

SWA Family SENCO 2024 – Person Specification

A Person Specification defines the required qualifications, knowledge, skills, and qualities of the staff sought by The SWA Family of Headteachers in the recruitment and selection process – these are referred to as essential in the table below.

Attributions & Requirements

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Degree or equivalent. Qualified Teacher Status. National Award for Special Educational Needs. 	<ul style="list-style-type: none"> Relevant CPD in relation to SEN and inclusion. Coaching qualification. A willingness to undertake further training.
Professional knowledge, understanding and skill	<ul style="list-style-type: none"> Experienced and effective classroom teacher. Proven ability as an excellent SENCO. Ability to work collaboratively and to lead a team. A positive approach to promote excellent learning behaviour. Evidence of continuing professional development. Experience of leading whole school initiatives that demonstrates impact on teaching and learning and standards. Experience of developing outstanding relationships with parents and working with parents to support children's progress. 	<ul style="list-style-type: none"> Experience in teaching across the primary age range. Experience in teaching across the secondary age range. Experience of supporting/mentoring colleagues.
Specific knowledge, understanding and skills	<ul style="list-style-type: none"> Excellent understanding of the principles of inclusive teaching and experience of teaching children with special educational needs. Experience of working with other professionals and/ or agencies to meet the needs of children with additional needs. Knowledge and understanding of statutory duties in relation to SEN and equality. Knowledge and understanding of the principles of nurture and how this leads to inclusive practice. Understanding and knowledge of strategies and adaptations that support children with specific needs such as Autism, ADHD, anxiety, dyslexia dyscalculia, trauma and attachment. 	<ul style="list-style-type: none"> Experience of using the Boxall Profile. Experience of SEND assessment strategies. Understanding of principles of cognitive development and cognitive overload and implications for this in the classroom. Experience of working with and managing a budget. Experience of leading training.
Curriculum	<ul style="list-style-type: none"> Excellent understanding of the National Curriculum and its implementation. Understanding of strategies and pedagogy of meeting the needs of pupil with SEN. 	

Professional values	<ul style="list-style-type: none"> • Demonstrate an expectation of high expectations and challenge for all pupils. • Have the strong belief that learning should be enjoyable and fun for everyone! • Be able to demonstrate that children are at the centre of all actions and provision put in place. 	
Personal qualities	<ul style="list-style-type: none"> • Passionate about quality education for all and wanting the absolute best for all pupils. • Display warmth, kindness, patience, and sensitivity when dealing with children. • Demonstrate kindness and excellent interpersonal skills when dealing with staff teams. • Show the ability to listen and empathise sincerely with parents/carers, children, and staff. • Be able to work collaboratively to bring out the best in people. • Be organised with the ability to prioritise and manage your time effectively. • Demonstrate initiative –bring ideas to the table about moving provision forward. • Non-judgemental. • Enthusiastic about being part of the SWA Family and supporting SENCOs to deliver excellent SEND provision across our schools. 	
Equal Opportunities & Safeguarding	<ul style="list-style-type: none"> • Commitment to equal opportunities. • Commitment to safeguarding students with full adherence to child protection and safeguarding policy and staff codes of conduct. • Able to recognise discrimination in its many forms and be willing to put equality policies into practice. 	