



KRISHNA AVANTI PRIMARY SCHOOL

JOB DESCRIPTION

Job title: SENCo/Head of Inclusion
Scale: MPS/UPS/L1-7 (Depending upon experience)
Responsible to: Principal/Executive Principal

Job purpose:

The SENCo/Head of Inclusion will provide strategic direction and help set the vision and ethos for all aspects of school life relating to children with SEND. They will play a major role in contributing to the raising of standards for all children with SEND ensuring inclusive practice and equality of opportunity for all.

Pupils with special educational needs are deemed to include:

- Pupils on the School's Special Educational Needs Register;
- Pupils with identified specific learning difficulties;
- Pupils with identified social, emotional and behavioural problems;
- Pupils with medical needs
- 'Looked After' pupils;
- Pupils whose first language is other than English;
- Pupils eligible for free school meals;
- Pupils who the Headteacher considers have previously received, for any reason, an inadequate or compromised education
- Pupil's who have had or have support via external agencies
- Pupils who are considered to be attaining at greater depth

Duties:

The duties outlined in this job description are in addition to those covered by the latest School Teachers' pay and Conditions Document. It may be modified by the principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Teaching and Learning

- Identify and adopt the most effective teaching approaches (including interventions) for pupils with SEND or EAL.
- Model outstanding practice to class teachers and intervention groups' staff.
- Disseminate good practice to all staff.
- Monitor teaching and learning activities to meet the needs of all pupil groups.
- Liaise with other schools to ensure continuity of support and learning for all pupil groups.
- Ensure all teachers recognise their statutory duties regarding the teaching of pupils with SEND or EAL.



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- Develop and maintain highly effective inclusion procedures which promote high standards of attainment, behaviour and attendance.
- Support staff in their assessments and understanding of next steps learning.
- Take an active part in the timetabling of teaching assistants.
- Support teachers in planning and delivering units of work.
- To support class teachers in compiling provision maps and incorporating these targets into half termly & weekly planning.
- To organise or administer testing/assessment of need for pupils identified as having a special educational need.
- Lead and arrange INSET training for all staff.

Recording and Assessment

- Set targets for raising achievement amongst all pupil groups.
- Collect and interpret specialist assessment data.
- Update the principal and SSC on the effectiveness of provision.
- Develop understanding of learning needs and the importance of raising achievement amongst pupils.
- Attend consultation evenings and keep parents informed about their child's progress.
- Lead on school self-evaluation in the area of inclusion, including monitoring the quality of teaching, reviewing learning standards and the achievement of pupils and analysing performance data.
- To maintain a register of need & provision map for SEND and EAL pupils
- To be responsible and take ownership for all paperwork & liaison with outside agencies and other schools required for EHCPs of SEND/ ECHPs.

Leadership and Management

- Performance reviewer and line manager for Special Education Needs support teachers, learning mentor and specific teaching assistants.
- Attend all strategy group and SLT meetings
- Attend and participate in open evenings, meetings etc.
- Develop links with SSC members, LA and neighbouring schools
- Monitor inclusion and intervention programmes throughout the school.
- Support the principal and Senior Leadership Team in creating and promoting positive strategies for meeting the school's equalities duties.
- Lead pupil progress meetings with class teachers on a regular basis to support them in their task of breaking down barriers to learning.
- In consultation with the principal, staff and SSC members, establish, review, amend and action policies relating to Inclusion (e.g. SEND, Accessibility plan, equalities) and monitor the impact of these policies on the different learning groups throughout the school to ensure high quality consistent practice.
- Identify resource needs for SEND provision and advise principal accordingly.
- To participate in recruitment and selection, as agreed with the principal.
- To attend relevant SEND meetings with designated SSC member.
- To lead and attend review meetings for children with EHCPs.



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- To liaise with all agencies including children centres, educational psychologists, school health service, social services, speech therapists, E.W.O., SENSS, child guidance, EMAS, CAHMS and arrange support for pupils with behaviour needs.
- To develop strong and effective partnerships with parents keeping them well informed of targets and achievement
- Organise and chair review meetings for parents/carers to discuss progress of individual children.

This job description sets out the duties of the post at the time it was published

The hours and the job description may be modified depending on the needs of the Academy Trust

The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post. The priorities for each year will be reviewed against this job description annually through performance management meetings

Please note that we are committed to safeguarding and promoting the welfare of our pupils and expect all those who work with us to share this commitment. Successful applicants will need to undertake a DBS Enhanced Clearance check (Disclosure and Barring Service). We give high priority to promoting diversity throughout the school