



SENCO

- Post:** Berger Primary School SENCo
- Responsible to:** The Head teacher
- Job purpose:** To be accountable for the strategic leadership and management of SEN within the context of the school's aims and policies.
- Responsible for:** Inclusion of SEND across the whole school

Duties

- To promote the positive ethos and culture of the school to colleagues, governors, parents, children and members of the wider community
- Comply with, support and promote all school policies and procedures, particularly those relating to child protection, equal opportunities, racial equality, health, safety and security, confidentiality, behaviour and data protection, reporting concerns to the Head teacher / Deputy Head
- To liaise with the Head teacher and keep up to date records of any meetings, actions and outcomes from the meetings
- To take responsibility for understanding the part that one plays in the progress of the School Improvement Plan and contributing to it accordingly
- Be aware of and support pupil differences and ensure that all pupils have equal access to all school opportunities to learn and develop
- To promote the general progress and well-being of individual pupils throughout the school
- To provide advice and guidance to pupils and parents on educational, emotional, behavioural and social matters in line with school policies
- Keep records and make reports on the personal and social needs of pupils
- Communicate and co-operate with other agencies to support the educational, development/general progress and well-being of individual pupils and to participate in meetings arranged for any purposes described above

- To communicate and consult with parents of pupils with SEND
- To provide reports to parents, pupils, Governors and the Leadership Team when necessary
- To lead SEND staff development meetings for teaching staff and TALAs relevant to the needs of the school
- To assist teachers with IEPs for children at Wave 3 or who have ECHP/statements and to prepare the paperwork needed for SEN reports and statements, making sure it is completed in good time and, where necessary send reviews to the appropriate agencies

Teaching and learning

- Identify and adopt the most effective teaching approaches for pupils with SEN
- Monitor teaching and learning activities to meet the needs of pupils with SEN
- Identify and teach study skills that will develop pupils' ability to work independently
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN
- To evaluate assessment data and discuss with the Senior Leadership Team.
- To amend teaching strategies in light of assessments and evaluations if necessary

Recording and assessment

- Set targets for raising achievement among pupils with SEND
- Collect and interpret specialist assessment data
- Set up systems for identifying, assessing and reviewing SEND
- Update the head teacher and governing body on the effectiveness of provision for pupils with SEN
- Develop understanding of learning needs and the importance of raising achievement among pupils
- Attend consultation evenings and keep parents informed about their child's progress

Leadership

- To line manage TALAs of SEND children throughout the school
- To be responsible for the performance management of TALAs with wave 3 and children with Statements and ECHP
- Encourage all members of staff to recognize and fulfil their statutory responsibilities to pupils with SEND
- Provide training opportunities for learning support assistants and other teachers to learn about SEND
- Disseminate good practice in SEN across the school
- Identify resources needed to meet the needs of pupils with SEND and advise the SLT of priorities for expenditure
- To write an Action Plan for School Improvement for Special Needs.
- To lead parents meetings/workshops, in consultation with the SLT
- To liaise with members of the Governing Body enquiring about a particular subject/whole school initiative, to inform them of progression of the Action Plan, quality of teaching and learning and standards across the Key Stages
- To provide written reports/present information to the Governing Body at the request of the Governors/Head teacher
- To induct and mentor new members of staff in whole school policy for SEND

Maintenance of Professional Standards:

1. Keep yourself fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the School and the Team for which you are responsible;
2. Ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the School;
3. Ensure the development and maintenance of a team culture that enables all members of the Leadership Team to be effective in their respective roles;
4. Ensure the development and maintenance of a collaborative culture which demonstrates loyalty and integrity towards school leaders.

Administration

1. Collect and collate information for the identification of pupils with SEN and other inclusive groups
2. Arrange parent and pupil interviews when necessary

3. Liaise appropriately with, children, inter-agency support, staff and parents
4. Participate in production of CAF when necessary
5. Arrange the assessment of pupils identified as having SEN
6. Administer all SEN/ Education Health Care Plans (EHCP) and annual reviews where necessary
7. Ensure staff are fully aware of all SEN information pertaining to a pupil within their class/group with the exception of confidential Child Protection information

(All administration duties to be carried out in line with the school guidelines for the 25 tasks that teachers will not undertake)

Resource Management

1. Identify resource priorities including budget specifications for EP and Specialist teachers
2. Oversee the purchase of resources for which funds have been allocated within the SEN and Pupil Premium budget.
3. Evaluation of provision mapping

SENCo Personal Specification

		Essential	Desirable
Qualifications	Formal Teaching Qualification recognised by the DfES or other appropriate qualification.	✓	
	Obtain or working towards obtaining		✓

	a Master's degree in Special Educational Needs		
	Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc.	✓	
	Commitment to continuing professional development, working towards standards and role expectations described in the Teacher Standards Framework for SENCo	✓	
Experience / Skills	Experience of successful leadership and management within a school or other educational setting.	✓	
	Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school.	✓	
	Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with Statements as well as those without.	✓	
	Knowledge and implementation of provision mapping for Inclusion Cohort	✓	
	Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child.	✓	
	Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education Welfare Services.	✓	
	Experience of inter-agency work.	✓	

	Excellent written and oral communication skills.	✓	
	Excellent presentation and interpersonal skills.	✓	
	Excellent time and task management skills.	✓	
	Ability to work under pressure and to deadlines.	✓	
	Ability to use data effectively in setting targets.	✓	