

Post:	SENCO for school and Autistic Resource Provision (ARP)
Scale:	Main Scale to Upper Scale, SEN point(s), (TLR depending on experience)
RESPONSIBLE TO:	Headteacher / Senior Leadership Team
FUNCTION RELATIONS:	All members of the school staff, Local Authority Officers and Inspectors
Main Contacts:	Staff, Parents and Carers, Other external agencies of the Council

MAIN OBJECTIVES

1. To take on a key role in establishing the ARP and supporting the staff team and partners to provide a high quality provision for children with Autism
2. To assist the Headteacher in the leadership and management of Special Educational Needs & Disabilities (SEND) for the school and ARP, in order to improve the quality of provision for all children with additional learning and SEND
3. To be one of the school and ARP Deputy Designated Safeguarding Lead (DDSL)

MAIN DUTIES AND RESPONSIBILITIES

1. To be responsible for the Leadership and Management of SEND for the mainstream school and the ARP
2. To know the statutory requirements relating to SEND and the Code of Practice 2014 (COP) in relation to curriculum, assessment, recording and reporting of pupils' attainment and progress, The Children Act, child protection and health and safety requirements.
3. To ensure that the teaching of SEND across the school is of a high standard and in accordance with the National Curriculum and statutory requirements and that resources are suitably deployed and managed.
4. To identify relevant school improvement issues through rigorous self-evaluation process focused on learning and achievement and to evaluate the impact of agreed improvement activities on the quality of teaching and learning.
5. To assist in the formulation and implementation of plans and policies with regard to SEND
6. To work closely with parents, professionals and external agencies to advocate and, where appropriate, obtain funding to support the educational needs and entitlement of children with SEND
7. To demonstrate a commitment to equality of opportunity in all aspects of school life.
8. To prepare and deliver INSET including staff meetings, demonstration lessons, team planning and teaching to improve the quality of provision for children with SEND
9. To provide the headteacher (or other management postholder/team) with relevant pupil performance information to improve the quality of provision and outcomes for children with additional learning and SEND
10. To allocate, control and account for those financial and material resources relating to SEND

11. To complete reports as reasonably requested by the Local Education Authority or Headteacher, reporting on the quality of provision and impact for children with additional learning and SEND
12. To be responsible for ensuring that Educational Health Care Plan's (EHCP's) are obtained, monitored and updated for children with SEND
13. Assess, monitor, record and report on whole school SEND
14. Lead on the development, implementation and evaluation of the school's SEND policies, practices and procedures
15. Have an understanding of pupil behaviour and a variety of strategies including de-escalation techniques and calming strategies.
16. Act as the main point of contact for staff members within areas of developing and supporting the implementation of SEND provision
17. Work with staff to plan, assess and adapt learning activities to pupils' needs and ensure suitable resources are available to effectively engage them.
18. To line manage, and be responsible for training and development of educational support staff
19. To undertake some Class Teacher responsibilities as set out in the Main Scale Teacher Job Description
20. To deliver assemblies (on a rota basis)
21. To be responsible for performance management of allocated staff
22. To work with the headteacher on whole school improvement, policy, practice and evaluation
23. On occasion, to attend Governors meetings which are pertinent to the role, and present reports if required

The above responsibilities are subject to the general duties and responsibilities as described in part VIII of the School Teacher's Pay and Conditions Documents. The job description is not necessarily a comprehensive definition of the post. Changes to the role and duties of the post may be necessary after consultation and in response to the needs of the school.

Person Specification – Earlsmead Primary School and Autistic Resource Provision



Post:	SENCO in main school and ARP
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		Essential	Desirable
1. Qualification and experience	<ul style="list-style-type: none"> • Qualified teacher status • A minimum of 5 years primary teaching experience • Proven experience of a successful leadership role within a Primary School • Proven experience of working in a multi-ethnic school. • Proven experience of working/leading on SEND • SENCO qualification • Mental Health and Well-being certificate 	X X X X X	 X X
Personal Qualities	<ul style="list-style-type: none"> • To be self-motivating, enthusiastic and resilient. • Able to develop effective partnerships with advisory and teaching colleagues. • Able to work under pressure and to meet deadlines. • Credibility in working with other members of staff and leaders. • Good influencing and negotiating skills, including the ability to motivate others. • Ability to hold others to account supportively and professionally • Ability to engage children in their learning • Willingness to take on roles outside of the classroom. 	X X X X X X X X	
2. Knowledge and Understanding	<ul style="list-style-type: none"> • Demonstrate a knowledge of how children, including children with autism learn and how to improve teaching and learning within the school • A vision for curriculum development and School improvement • Demonstrate an understanding of what it means to operate in an inclusive environment • Have a secure understanding of safeguarding and related legislation, policies and procedure • Knowledge of budget management 	X X X X	 X
3. Inclusion	<ul style="list-style-type: none"> • Experience of working with children who have EAL and / or a wide range of SEN • An effective professional who challenges and supports all pupils to do their best to achieve high standards • Demonstrate consistent and effective use of information about pupil attainment to ensure realistic and challenging targets are set • Demonstrable confidence and commitment to supporting relationships and behaviour 	X X X x	
4. Communication	<ul style="list-style-type: none"> • Show strong inter-personal and communication skills • Demonstrate a professional and confident manner • Evidence of good oral and written communication • Be a team member and liaise effectively • Demonstrate excellent presentation skills • Multi-task to adapt to constantly changing priorities • Be aware of communication issues in a large setting 	X X X X x x X	 X

	<ul style="list-style-type: none"> ● Successful management of people 	X	
6. Relations with parents and wider community	<ul style="list-style-type: none"> ● Know how to prepare and present reports to parents ● Demonstrate the importance of parental involvement in the school ● Understand the importance of liaising with other agencies and proven ability to build these relationships 	X	X X
7. Professional development	<ul style="list-style-type: none"> ● Demonstrate responsibility for your own professional development ● Proven experience of planning and delivery of high quality in-service training 	x X	
8. Managing and developing staff and other adults	<ul style="list-style-type: none"> ● Establish professional working relationships with all colleagues ● Proven experience of improving the performance of other members of staff at varying levels ● Provide high quality demonstration lessons 	X X X	
9. Managing resources	<ul style="list-style-type: none"> ● Able to prepare a financial bid for additional funding ● Ability to work within an agreed budget ● Have an understanding of how resources are deployed and managed 		X X X
10. Teaching and managing pupil learning	<ul style="list-style-type: none"> ● Outstanding teaching practice ● Set meaningful expectations for pupils behavior and possess excellent behavior management skills 	X	X
11. Assessment and evaluation	<ul style="list-style-type: none"> ● Be able to assess how well learning objectives have been achieved ● A good understanding of Assessment for Learning' strategies ● To provide accurate feedback to staff through monitoring ● Have a demonstrable understanding of school self-evaluation 	X X X	X
12. Pupil achievement	<ul style="list-style-type: none"> ● Be able to secure progress towards realistic targets ● Be able to demonstrate that, as a result of your leadership, pupils achieve well relative to their prior attainment, making good progress (as good or better than similar pupils nationally) 	X X	