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**Post: SENCO**

**Pay range:** MPS + TLR 2A (£2,930.35)

**JOB DESCRIPTION**

**Line of responsibility:** The SENCO is directly responsible to the Deputy Headteacher (Inclusion Leader) Please note this is a non-class based role.

**Purpose of Role**

Lead, manage, develop and maintain high quality provision for pupils with Special Educational Needs and Disabilities (SEND) which enables quality teaching, excellent learning outcomes and success for all pupils.

Play a role, under the overall direction of the Headteacher, in formulating, developing and reviewing the school self-evaluation and the aims and objectives of the school, reflecting its Muslim ethos and values by:

* Establishing the policies through which they shall be achieved
* Engage and support staff (including external agencies) to achieve the best outcomes for SEND pupils
* Monitoring progress towards their achievement
* Ensuring remedial action is taken as necessary
* Manage the use of resources for SEND pupils
* Undertake DSL training to support the Safeguarding provision at the school
* Coordinate and monitor the whole school provision for SEND

The specific nature and balance of these responsibilities will vary according to the needs of the school and may be shared.

SENCO specific responsibilities:

* Coach and train colleagues, support staff and parents/carers in championing the needs of pupils with SEND
* Model effective teaching of pupils in order to overcome barriers to their learning
* Work with pupils, class teachers, middle and senior leaders to ensure realistic and challenging expectations of pupils with SEND
* Devise and promote plans to ensure the needs of pupils with SEND are met and that they are reflected in the school improvement plan
* Promote the effective provision for SEND pupils through initiatives such as workshops, INSET, newsletters, emails etc
* Regularly monitor progress of pupils with SEND (including observations) and evaluate the effectiveness of the teaching to guide future improvements
* Keep all aspects of paperwork, including reports/referrals/EHCPs/records and policies, up-to-date and actioned, as appropriate
* Analyse and interpret specialist assessment data on SEND and local and national information relating to SEND pupils
* Advise the Deputy Head for inclusion and the Headteacher on the level of resources required to maximise achievement
* Monitor teaching activities, target setting and develop and implement an electronic system for recording the progress of pupils with SEND (Provision Map)
* Liaise with staff, parents, external agencies and other schools to provide maximum support and ensure continuity of educational provision for pupils with SEND
* Develop partnerships with parents to ensure that their views are considered and acted upon appropriately.
* Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately.
* Achieve constructive working relationships and establish opportunities for the Learning Support Assistants and other staff to review the needs, progress and targets of pupils with SEND.
* Attend training and develop partnerships with local schools and SEND forums
* Organise SEND CPD based on the needs of the school
* Enhance the professional working environment of Gatton School with a ‘can do’ attitude

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**SENCO PERSON SPECIFICATION**

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|  | **Essential** | **Desirable** |
| **Educational Qualifications and Training** | * Qualified teacher status * SENCO qualification (National Award for Special Educational Needs Co-ordinators) or willingness to undertake this training. * A commitment to furthering own professional understanding and expertise | * Evidence of additional training relating to SEND. |
| **Experience** | * A proven track record as an outstanding teacher * Substantial experience of teaching in a primary school setting * Evidence of success in raising pupil achievement through * improving the quality of teaching and learning * effective use of data and target setting * Evidence of effective delegation to staff and effective follow-up to ensure tasks are completed well | * Experience of completing referral paperwork * Evidence of successful experience in developing whole school initiatives * Evidence of effective contribution to the school improvement plan * Experience of carrying out the role of SENCO in a primary school * Experience of developing links with parents, school governors, the local community, outside agencies and the LA |
| **Knowledge and Understanding** | * The aims of a Muslim School * The National Curriculum, Early Years Foundation Stage Curriculum, new government initiatives, national tests, assessment and monitoring procedures and the SEND Code of Practice. * Curriculum development and effective pedagogy * Assessment, recording and reporting of pupil progress and achievement including the use of data in the EYFS, KS1 and KS2 * The EHCP and annual review process * Effective strategies for school improvement * Current educational developments and issues with particular reference to KS1 and KS2 * The legal requirements in respect of Special Educational Needs and Disability * Relevant legislation and guidance in relation to working with and the protection of children and young people. * The equalities agenda and its relevance to a school context including a clear appreciation of the needs of pupils from a variety of social, cultural and religious backgrounds * Staff development processes and techniques, relevant to both teaching and non-teaching staff | * The leadership role in spiritual development of pupils and staff |
| **Personal attributes** | * Honest and trustworthy with high levels of professional integrity * Sensitive, positive and able to foster good relations with all stakeholders * Resilient, flexible and adaptable * Proactive and approachable * Able to give attention to detail * Able to demonstrate high levels of organisation * Able to work under pressure to meet tight deadlines in a calm and effective manner * A team player with the ability to motivate and inspire staff and by being an excellent role model * Support the Muslim ethos of Gatton school through their personal conduct and professionalism |  |