



Glebe Primary School

Job Description

Post Title **SENCO**

Responsible to Head Teacher

Responsible for The day-to-day operation of the SEN policy with the aim of raising achievement of pupils with Special Educational Needs and Disabilities.

Purpose of Role

- To work closely with the Head Teacher, Senior Leadership team and colleagues in the strategic development of the school's SEN policy.
- Oversee the day-to-day operation of the SEN policy with the aim of raising achievement of pupils with special educational needs and disabilities.
- To oversee small group support and interventions to support pupils and raise achievement.

Hours of Work

Full-time, permanent

Main duties and responsibilities

All teachers are required to carry out the duties of a school teacher as set out in the current *School Teachers Pay and Conditions* document. At this school the following areas have been highlighted as being of particular importance.

Strategic Direction of SEN provision in the School

- Exercise a key role in assisting the head teacher, assistant head teacher and governors with the strategic development of SEN policy / provision.
- Support all staff in understanding the needs of SEN pupils and ensure the objectives to develop SEN are reflected in the school development plan.
- Monitor progress of objectives and targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements.
- Analyse and interpret relevant school, local and national data and advise the head teacher on the level of resources required to maximise achievement.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Undertake any reasonable task that is commensurate with the grade of the role.

Teaching and Learning

- Work with the Head Teacher, Deputy Head Teacher, Assistant Head Teacher and staff to develop effective ways of bridging barriers to learning through assessment of needs, target setting, developing a recording system for progress.
- Support teachers and learning support staff in the identification of the most effective teaching approaches for pupils with SEN.
- Monitor teaching and learning activities to meet the needs of pupils with SEN.
- Deliver small group support and interventions to pupils with SEN and/or lower achieving pupils.
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN.
- To teach whole classes of children at the discretion on the head teacher.

Leadership and Management

- Provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance, modelling teaching, coaching and mentoring.
- To support and manage a team of Learning Support Assistants and carry out annual appraisals
- Line Manager and support, guide and advise the SEND Specialist Mentor.
- Provide training opportunities for learning support staff and teachers to learn about SEN.
- Disseminate good practice in SEN across the school.
- Identify resources needed to meet the needs of pupils with SEN; advise the leadership team of priorities for expenditure and manage the SEN budget.
- Attend Senior Management and Pupil Progress meetings as necessary.
- Develop links with other professionals, agencies, governors and neighbouring schools.
- Play a key role in maintaining the school provision map.

Recording and Assessment

- Set targets for raising achievement among pupils with SEN.
- Collect and interpret specialist assessment data.
- Set up systems for identifying, assessing and reviewing SEN.
- 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.
- Keep parents and carers informed about their child's progress.

Professional development

- Participate fully with arrangements made in accordance with the revised Performance Management Regulations 2006.
- Attend staff training sessions.
- Keep up to date with relevant developments in the area of SEN to ensure these are reflected in the school policies and procedures.
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary.
- Be responsible for your own continuous professional development and participate fully in training and development opportunities identified by the school or as developed as an outcome of your performance management.

Person Specification

SENCO

Sections	Competencies	Essential	Desirable
Skills, knowledge and aptitudes	Must have a sound knowledge of the National Curriculum for all the subjects in both Key Stages	✓	
	Implement the SEN code of Practice in order to administer SEN provision across the school	✓	
	Must be aware of and comply with SEN statutory legislation and Hillingdon council procedures in regard to SEN provision	✓	
	The ability to effectively identify pupil needs and act upon them in order to raise standards	✓	
	Effectively manage pupil's behaviour in a positive manner with consistent, clear boundaries following the school's behaviour management policy	✓	
	A commitment to the safeguarding of all pupils	✓	
	A good knowledge and understanding of the Foundation Stage Curriculum		✓
	A good working knowledge of the assessment process in the foundation stage		✓
	An ability to stay informed of educational developments, particularly those regarding pupils with SEND, which impact on the work of schools	✓	
	An understanding of curriculum and pedagogical issues relating to learning and teaching	✓	
	Must be able to plan lessons for all the pupils in a class, setting clear learning intentions and differentiated tasks	✓	
	Must be able to keep records of pupil progress in line with school policy	✓	
	Must be able to use assessments of pupils learning to inform future planning	✓	
	Familiarity with statutory testing procedures		✓
	A commitment to the implementation of school policies	✓	
	Participation in and implementation of the School Behaviour Policy	✓	
	Awareness of Health and Safety implementation in the work place	✓	
	Implementation of the school Equal Opportunities Policy		✓
	Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils, pupils with EAL and SEN and those in receipt of the pupil premium	✓	
	Familiarity with writing and delivering effective SEN Support Plans (aka IEPs) for pupils with SEND		✓
	A teacher with sound ICT knowledge and skills relating to the class teaching, able to demonstrate the effective use of ICT to enhance the learning and teaching	✓	
	Educated to degree level	✓	

Qualifications and training	Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS	✓	
	To have completed the National Award for Special Educational Needs Co-ordinators or be prepared to undertake the qualification	✓	
Experience	At least 5 years' experience of teaching the national curriculum and or the Early Years Foundation Stage	✓	
	Experience of using assessment to inform teaching and tracking progress	✓	
	Recent relevant experience of working with pupils with SEND, including those with additional and complex needs	✓	
	Experience of working as a team member and a team leader.		✓
	Conducting annual reviews and liaison with outside agencies		✓
Personal attributes	Must be well organised, calm and positive	✓	
	Be an effective team leader/member	✓	
	Have the ability to work on own initiative and be flexible in approach	✓	
	Must be diplomatic and be able to build excellent professional relationships with parents and outside agencies	✓	
	Must be able to work collaboratively with colleagues	✓	
	An attitude of high aspiration for all children in school	✓	
	Hard working and committed to continuous school improvement and professional development	✓	
	The ability to prioritise effectively and work without direct supervision	✓	
	Good communication skills – spoken, written and using new technology	✓	
	A friendly manner and a good sense of humour	✓	
Special requirements	To have the personal attributes to garner respect and trust from other professionals and parents	✓	
	To be driven by a desire to genuinely want to improve the outcomes for pupils with SEND or other barriers to learning.	✓	
	Staff may be required, very occasionally, to undertake duties when weather conditions are not favourable including more extreme temperatures eg undertaking a playground duty in cold weather.	✓	