#

# Groombridge st thomas CE primary school

# NAME:

# JOB TITLE: SENCo

# GRADE: Main Pay Range or Upper Pay Range

# RESPONSIBLE TO: Headteacher

# Purpose of the Role:

The SENCo is the person who has overall responsibility for ensuring the provision, for all pupils with SEND, is implemented in school. The SENCo will be a member of the senior leadership team; working closely with the headteacher, senior management and fellow teachers, they should be instrumental in the strategic development of SEND policy and provision.

* The SENCo has responsibility for day-to-day operation of the school’s SEND policy and for coordinating provision for learners with SEND.
* SENCos should adopt the key principles of an effective SENCo which include a focus on:

• their own professional development

• leading, developing and supporting colleagues

• working in partnership with learners, families and other professionals.

# Teachers Standards

Teachers’ Standards is the core document for practising teachers at this school and defines their daily role and responsibilities. The Standards encompass teachers’ job descriptions, reflect the school development plan and constitute the framework for the management of the appraisal process in this school.

This job description may be amended at any time following discussion between the head teacher and member of staff and will be reviewed annually.

**Key Responsibilities:**

* Inspire inclusive practice and to ensure the best possible outcomes for pupils with SEND; including supporting completion of the school self-evaluation and action planning for continuous improvement in inclusion practice, contributing to the school improvement plan
* Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements including providing a SEND perspective across the whole school framework; including reviewing and writing appropriate policies
* Overseeing the day-to-day operation of the school’s SEND policy; including maintaining the setting’s SEN register
* Ensure effective systems for identifying SEND and assessing and reviewing SEND provision are in place; including creating and monitoring additional needs plans, provision maps with staff and as necessary, prepare applications for Education, Health and Care Plans (EHCPs), monitor and review provision and co-ordinate and attend annual reviews
* Co-ordinate and monitor the impact of provision for pupils with SEND; supporting target setting for pupils with SEND, collecting and interpreting specialist assessment and performance data and share with other staff, Headteacher and Governors as appropriate
* Advise school staff on the graduated approach and evidence based, best practice strategies and interventions to ensure that all pupils with SEND in their classes make progress, as well as ensuring the social and emotional wellbeing of their pupils
* Support staff in further assessment of a pupil’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support
* Support the professional development of setting staff; including leading on national and local policies related to SEND and initiating and developing approaches across the setting ensuring all staff recognise and fulfil their statutory responsibilities to pupils with SEND
* Ensure that the records of all pupils with SEND are accurately maintained; reviewing and monitoring school systems
* Advise the senior leadership team on the deployment of the school’s delegated SEN notional budget and other resources to meet pupils’ needs effectively
* Support the efficient/effective deployment of staff and resources; including supervision and of learning support assistants, involvement in the appointment of Teaching Assistants
* Liaise with: parents of pupils with SEND, educational psychologists, health and social care professionals, and independent or voluntary bodies, external agencies, especially ISEND support and intervention teams, other setting staff including next provider of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

# GROOMBRIDGE ST THOMAS PERSON SPECIFICATION

# JOB TITLE: SENCo

# GRADE: Main or upper pay scale

# Essential key skills and abilities

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| These criteria will be assessed at the application and interview stage |
| * Teaching experience in a relevant setting with evidence of delivering high quality inclusive teaching and learning
* Strong commitment to raising educational attainment for pupils with SEND
* Up-to-date knowledge on identifying and support pupils with SEND
* Understanding of evidence based, best practice strategies and interventions to improve access to all lessons for pupils with SEND
* Excellent, effective communication skills; oral and written
* Ability to build and maintain good productive working relationships with colleagues
* Good coaching, influencing and negotiating skills that demonstrate empathy and emotional intelligence;
* Ability to assess, analyse and problem solve and actively contribute to raising performance of pupils with SEND
* Good organisation and time management skills
* Ability to quality assure provision including carrying out effective lesson observations
* Understanding of budgets including budget monitoring, costed provision mapping and deployment of the SEN notional budgets
* Ability to effectively allocate resources including additional adults to support pupils with SEND to achieve best outcomes
* Ability to motivate and inspire confidence in pupils, staff, parents and the wider community in order to further develop and promote the school.
* Able to use ICT efficiently and understand its effective use as a management tool as well as across the curriculum to enhance teaching and learning
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# Essential education and qualifications.

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| These criteria will be evidenced via certificates, or at interview |
| * Qualified Teacher Status - essential
* National Award for Special Educational Needs Coordination (NASENCO) or ability and willingness to achieve the qualification within 3 years of undertaking the role; a willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments – essential
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# Other criteria

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| These criteria will be assessed at the application and interview stage |
| * Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc.
* Commitment to safeguarding and promoting the welfare of children and young people.
* Commitment to a range of teaching approaches that encourage pupils to develop their full potential.
* Commitment to equal opportunities within the whole school development plan.
* Commitment to partnership with Governors, school and parents.
* Evidence of commitment to personal continuing professional development.
* Sympathy with the aims and values of a Church Aided School.
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