



JOB DESCRIPTION

Job Title: Special Educational Needs Co-ordinator (SENCo) and Inclusion Lead

Main purpose of the role

The SENCo and inclusion lead, under the direction of the Principal, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

Main Duties and Responsibilities;

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the academy review and improvement plan (ARIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

Leadership and management

- Work with the Principal and wider TPLT colleagues to ensure the academy meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the academy and/or trust is required to publish
- Contribute to the academy review and improvement plan (ARIP) and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead on staff training related to SEND
- Share procedural information, such as the academy's SEN policy
- Promote an ethos and culture that supports the academy's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage Learning Support Assistants (LSAs) working with pupils with SEN or a disability
- Lead on staff appraisals and review their performance on an ongoing basis
- Update the Headteacher / Head of School and Governing Body on the effectiveness of provision for pupils identified as being in a vulnerable groups
- Provide training opportunities for teaching assistants and other teachers

Note: In the context of this Job Description, pupils with special educational needs are deemed to include:

- Pupils on the School's Special Educational Needs Register;
- Pupils with identified specific learning difficulties;
- Pupils with identified SEMH needs;
- 'Looked After' pupils;
- Pupils whose first language is other than English;
- Pupil Premium children – disadvantaged and PLAC
- Pupils belonging to ethnic minorities;
- Pupils of Romany, Gipsy or Traveler families;
- Children with low attendance

Safeguarding responsibilities

This role works directly with students and is therefore classed as regulated activity. Details of our Child Protection & Safeguarding Policy can be found on Access and is available on request.

Be committed to safeguarding and promoting the welfare of children and young people.

Work Demands

Able to work to strict deadlines but also be flexible to deal with changing priorities and unforeseen circumstances which could be lengthy to resolve.

Periods of concentration will be involved to ensure compliance documents and policies are accurate and produced to a high standard.

Ensure that strict confidentiality is maintained at all times.

Physical Demands

Normal physical effort required.

Working Conditions

Role is office based but will include visiting schools within the Trust for meetings and CPD.

May involve dealing with challenging situations which can require conflict resolution and dealing with emotive situations.

Expectations of Jobholder

Be aware of and comply with all Trust policies as well as individual academy policies and procedures.

Contribute to the management of student behaviour and security.

Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post.

Demonstrate professionalism towards sensitive and confidential information.

Commit to professional self-development, through participation in training, to include any necessary health and training and annual safeguarding training.

Undertake such other duties as are commensurate with the grade of the post.

This job description only contains the main duties relating to this post and does not describe in detail the tasks required to carry them out. This job description may be amended at any time following discussion between the line manager and member of staff and may be reviewed annually.

Skills/Qualifications

Please refer to the Person Specification overleaf for full details. Please note all original qualification certificates will need to be presented on the day of interview for verification and production of these certificates forms part of the conditional offer checks.

Person Specification

Job Title: Special Educational Needs Co-ordinator (SENCo) & Inclusion Lead

Assessment criteria	Essential	Desirable
Qualifications	<p>Qualified Teacher Status</p> <p>National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment</p> <p>Degree</p>	<p>Safeguarding qualification or other relevant associated qualification</p>
Experience	<p>Relevant teaching experience in EYFS, KS1 and KS2</p> <p>Experience of working at a whole-school level</p> <p>Involvement in self-evaluation and development planning</p> <p>Ability to be organised and efficient, particularly in regards to student assessment and record keeping</p>	<p>Experience of conducting whole school training</p>
Skills and knowledge	<p>Sound knowledge of the SEND Code of Practice</p> <p>Understanding of what makes 'quality first' teaching, and of effective intervention strategies</p> <p>Ability to plan and evaluate interventions</p> <p>Data analysis skills and the ability to use data to inform provision planning</p> <p>Effective communication and interpersonal skills</p> <p>Ability to build effective working relationships</p> <p>Ability to influence and negotiate</p>	

	<p>Good record-keeping skills</p> <p>Able to demonstrate a range of teaching styles and skills</p> <p>Able to communicate effectively and clearly both verbally and in written forms</p> <p>A strong understanding of safeguarding issues within an educational environment</p> <p>Ability to demonstrate a commitment to safeguarding and promoting the welfare of children in their care</p>	
<p>Personal qualities</p>	<p>A commitment to getting the best outcomes for all students and promoting the ethos and values of the academy.</p> <p>Ability to work under pressure and prioritise effectively</p> <p>Able to establish and maintain strong working relationships across all elements of the role</p> <p>Commitment to maintaining confidentiality at all times.</p> <p>Commitment to safeguarding, inclusion and equality.</p> <p>A desire to improve own skills and willing to undertake professional development activities as appropriate</p>	
<p>Equality</p>	<p>An understanding, acceptance and commitment to the fundamental principles of an equal opportunities.</p> <p>To work in a way that promotes equality of opportunity and respect for diversity.</p>	

Safeguarding	<p>Evidence of a commitment to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.</p> <p>To work in a way that promote the safety and well-being of children and young people.</p>	
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