

Special Educational Needs Coordinator (SENCO) - Job description

Main purposes of the job

To be a lead learner at Cedars Manor Primary School, guiding staff in developing consistent practice in the teaching and learning and provision for children with SEND including children with hearing impairment.

To ensure high quality learning opportunities, pastoral care, safeguarding and behaviour through the management of SEND, so that all children are able to fulfil their potential.

General Responsibilities

To carry out the duties as detailed in the SEN Code of Practice and meet the requirements of children with special educational needs and/or disabilities. The SENCO will be predominantly non-class based but may be expected to support targeted groups of children when required.

To be a Deputy Designated Safeguarding Lead (DDSL) as part of the Safeguarding Team, with other key members of staff.

MIDDLE LEADER - General responsibilities:

As a middle leader you will be expected to:

- Assist and support the Head Teacher, Deputy Headteacher and Assistant Head Teacher
- Lead and deliver a high-quality curriculum programme supporting children with SEND within the school which takes account of the specific educational and social needs of children in line with the expectations set out by the Teachers Standards and the SEN Code of Practice
- Be accountable, alongside the leadership team and teachers, for progress and achievement for children with SEND
- Lead, challenge and continue to develop an effective team of teachers and support staff to ensure continued accelerated progress of children.
- Monitor, challenge and improve the effectiveness of curriculum planning, intervention and provision delivery within the Inclusion umbrella to ensure rapid and sustained improvements in pupil achievement for SEND
- Deliver, in conjunction with leadership team, a successful system of pastoral welfare for children in the school with particular responsibility for Safeguarding in line with Keeping Children Safe in Education (KCSiE).
- In conjunction with other lead professionals, senior leaders and teachers, deliver, monitor and challenge all provision with a specific focus on intervention and differentiation that is in place for children with SEND to ensure they make sustained progress in line with their starting point
- Ensure high standards of behaviour and discipline across the school in line with the school's behaviour expectations and ethos.
- Develop and maintain effective lines of communication throughout the school and between staff, governors, parents, outside agencies and the wider community for children with SEND

- Maintain and continue to develop the vision of the school
- Contribute to the strategic development of the school as part of the middle leadership team. This includes monitoring and evaluating provision for SEND as part of the self-evaluation process and the development of the school improvement plan.
- Keep abreast of educational developments through professional training and research.
- Support the Head Teacher, Deputy and Assistant Headteacher in ensuring that change is implemented effectively and smoothly.
- Promote and support decisions/policies agreed by the senior leadership team
- Help to maintain outstanding behaviour around the school at all times.
- Carry out appraisal of Teaching Assistant as part of the school's Appraisal Policy.
- Ensure the school's intervention provision is of a high quality and includes a stimulating learning environment with resources for all children.

SPECIFIC CORE DUTIES OF THE ROLE - Special Educational Needs

The SENCO has the responsibility to:

- Monitor, challenge and ensure that the quality of provision for children with SEND within the context of teaching and learning, intervention and specific needs is of a high quality and ensures rapid and sustained progress for all children in line with minimum national expectations.
- Identify, adopt and adapt the most effective teaching approaches for children with SEND, so that children's specific needs are exceeded.
- Monitor, challenge and adapt teaching and learning activities including all intervention and lower ability groupings to ensure that the learning is relevant, high quality and scaffolded to meet the individual next steps of learning for all children with SEND.
- Identify and teach study skills that will develop children's ability to work independently.
- Provide a CPD for teachers and support staff to target SEND practice, skills, provision and knowledge which impact directly on progress and outcomes for children. This includes tackling underperformance.
- Network with other schools to share and develop excellent practice and to ensure continuity of support and learning when transferring children with SEND.
- Ensure support for all staff in raising levels of achievement throughout the school by supporting teachers in planning and preparation, providing high quality specific resources and ensuring the learning opportunities provided for these children are in line with their specific needs. This includes advising and supporting staff on curriculum planning and delivery for children with SEND.
- Be responsible, along with the Inclusion team, for developing home school links and encouraging parental involvement including strategies on how to support their children through workshops, information sessions and 1:1 meeting other than just scheduled reviews.
- Ensure that all expected planning, assessment and record keeping systems are followed and kept up to date with specific reference to children with SEND

- Deploy and manage the work of SEND /Support staff across the school to ensure maximum impact, value for money and rapid and sustained progress for targeted groups of children
- Deliver and improve current assessment, induction and monitoring procedures for SEND ensuring that targeted support is in place decisively, so that children receive the correct support across the school as quickly as possible
- To ensure that all members of staff recognise and fulfil their statutory responsibilities to children with SEND
- Identify specific resources needed to meet the needs of children with SEND or additional educational needs and advise the Head teacher of financial implications
- Ensure that there are challenging individual and group targets set for raising achievement among children with SEND
- Work alongside the leadership team to collect and interpret specialist assessment data for children with SEND, measuring impact of support, intervention and quality of teaching
- Provide regular updates to SLT on the effectiveness and impact of provision for children with SEND. This includes putting actions and resources in place to target any underachievement.
- Ensure that there are processes in place for consultation and reporting to parents in line with statutory expectations.
- Maintain and lead on ensuring high standards of children's behaviour and discipline, within the framework of the school policy and support and challenge other staff as necessary so as to facilitate high quality learning and a safe environment for all children.
- Carry out any other additional duties deemed necessary directed by the Head Teacher.

SPECIFIC DUTIES – SUPPORTING LEARNING AND TEACHING IN SEND

Planning:

- Liaise with senior leaders, teachers and support staff in development and delivery of an effective SEND curriculum that meets the needs of all groups of children.
- Attend and contribute to strategy meetings to support implementation of the Inclusion Improvement Plan, in accordance with school strategy and direction;
- Liaise with the leadership team, to plan and monitor interventions and targeted support for identified underachieving groups and ensure that the provision is correctly targeted at the needs across the school.
- Regularly monitor the programmes of intervention to ensure they provide rapid and sustained progress for all children.
- Ensure that learning and provision is precisely planned for and evaluated so that all children's specific needs are catered for.

STAFF DEVELOPMENT AND SUPPORT:

To provide leadership and support for colleagues with a specific focus on leading learning for children with SEND in each year group.

This will include:

- Organising and delivering training, as needed, to groups of school staff.
- Supporting, monitoring and leading staff in the use of assessment information and processes to inform teaching and learning;
- Provide a model of minimum good SEND practice and provision.
- Providing in-class support to staff, through demonstrating high quality lessons, team teaching, observation and feedback.
- Undertaking personal and professional development in order to maintain an up-to-date knowledge of educational initiatives, technologies and pedagogy, in order to advise appropriately on future strategies and requirements;
- Conduct appraisal meetings with support staff to set professional development and pupil progress targets ensuring underperformance of children and the member of staff's own practice improves and is a minimum standard of good. Monitor, guide, support and challenge support staff's progress towards those targets.

Monitoring and review:

- Ensure identified areas of inconsistency are tackled through support in the form of guidance, CPD, phase meetings, book looks, observation and modelling of learning.
- Follow up with feedback and reviews against identified targets, progress measures and expected time scales.
- Monitor pupil progress meetings with teachers.
- Lead professional dialogue, maintain minimum expectations and ensure actions are being taken to ensure rapid progress or sustained progress of children where needed.
- Monitor assessment and recording procedures, ensuring that leaders/service leads undertake agreed procedures in line with school strategies and this is impacting directly on children's learning and progress;

EXTERNAL LIAISON:

- Liaise with relevant external agencies as appropriate, on specific teaching and learning issues relevant to your area of responsibility.
- Liaise effectively with parents, stakeholders, outside agencies and other schools to ensure excellent relationships between home and school, in order to improve children's learning and behaviour.

This SENCO job description sets out the duties of the post at the time it was drawn up. The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other relevant duties as directed by the Head Teacher within the school as may be reasonably expected.

This Job description is representative only. Other reasonable duties may be allocated from time to time commensurate with the general character of this post and its grading.

Person Specification

This table lists the essential and desirable requirements needed in order to perform the job effectively.

Candidates will be shortlisted based on the extent to which they meet these requirements.

Essential: Requirements without which the job could not be done.

Desirable: Requirements that would enable the candidate to perform the job well.

Evidence: AF = Application Form, I = Interview, R = Reference.

	Essential	Desirable	Evidence
Qualifications and Professional Development			
Degree	X		AF/I
Qualified Teacher Status	X		AF/I
Evidence of recent and relevant SEND qualifications/training	X		AF/I
Evidence of continuous INSET and commitment to further professional development		X	AF/I
Experience			
Experience working across the primary age range	X		AF/I
3 or more years' experience working as a SENCO or Inclusion Lead with SENCO	x		AF/R
Experience of working with children with a range of SEND, including those with dyslexia and/or autism	X		AF/I
Experience of using a range of teaching strategies designed to meet the educational needs of children with different learning difficulties	X		AF/I
National Award for Special Educational Needs Co-ordination or to be attained within 3 years from date of appointment	X		AF/I
Working closely with parents, Learning Support Assistants and other professionals		X	AF/I
Professional Knowledge and Understanding			
Sound knowledge of the National and Early Years Curriculums	X		I/R
Ability to plan, teach and assess effectively a range of children, including those working at p levels and a practical understanding of equal opportunities	X		I/R

Secure subject knowledge, particularly of early literacy and numeracy	X		I/R
Understanding of and ability to use teaching and learning strategies appropriate for children with SEND	X		I/R
Understanding of and ability to use teaching and learning strategies appropriate for children with very specific needs such as those related to autism	X		I/R
The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN and Child Protection	X		I/R
The positive links necessary within school and with all its stakeholders	X		I/R
The ability to communicate effectively in a verbal and written form to a range of audiences	X		I/R
A highly motivated, energetic and enthusiastic teacher who is approachable and promotes positive relationships	X		AF/R/I
A proven track record as an excellent, creative teacher who motivates children	X		AF/R/I
Able to relate well to children and share their interests and enthusiasms	X		AF/R/I
Effective administrative and organisational skills	X		AF/R/I
Ability to communicate orally and in writing to a wide range of audiences, including outside agencies	X		AF/R/I
Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care, working knowledge of ICT for teaching and administrative purposes	X		AF/R/I
Ability to cope with the pressures of a demanding management position	X		AF/R/I
Develop strategies for community links		X	AF/R/I
Contribute to specific curriculum area or areas		X	AF/R/I
Commitment to providing an effective learning environment appropriate to the need and abilities of all children.	X		AF/R/I
Commitment to the development and maintenance of positive partnerships between the school, parents and the community.	X		AF/R/I
Able to work as part of a team	X		AF/R/I
Passionate about Teaching and Learning	X		I
Displays warmth, care and sensitivity in dealing with children	X		I
Open minded, self-evaluative and adaptable to changing circumstances and new ideas	X		I
Able to enthuse and reflect upon experience	X		I
Develop strategies for community links		X	AF/R/I

Contribute to specific curriculum area or areas		X	AF/R/I
Commitment to providing an effective learning environment appropriate to the need and abilities of all children.	X		AF/R/I
Commitment to the development and maintenance of positive partnerships between the school, parents and the community.	X		AF/R/I
Able to work as part of a team	X		AF/R/I
Passionate about Teaching and Learning	X		I
Displays warmth, care and sensitivity in dealing with children	X		I
Open minded, self-evaluative and adaptable to changing circumstances and new ideas	X		I
Able to enthuse and reflect upon experience	X		I
Willingness to be involved in the wider life of the school	X		I
Ability to prioritise	X		I
Good interpersonal/communication skills	X		I
Other			
The ability to communicate effectively in a verbal and written form to a range of audiences		X	
In addition, the Class Teacher might also have knowledge and understanding of: The links between schools especially partner schools		X	