# Special Educational Needs Coordinator (SENCO)

# Job Description

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**Employment details**

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| Job title: | SENCO  |
| Reports to (job title): | Headteacher  |
| Hours of work: | 1-3 days weekly |
| Salary: |  |

**Main duties/responsibilities**

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| **General duties** |
| Have overall responsibility for determining the strategic development of SEND policy and provision in the school.  |
| Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.  |
| Where a LAC has SEND, ensure effective communication with the relevant designated teacher.  |
| Advise on the graduated approach to providing SEND support. |
| Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.  |
| Liaise with the parents of pupils with SEND. |
| Liaise with early years’ providers, other schools, educational psychologists, health and social care professionals and other bodies concerning SEND provision.  |
| Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted.  |
| Liaise with potential next providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned. |
| Work effectively with Suffield Park Nursery and Cromer Junior School to support effective transition with others responsible for SEND provision. |
| Work with the headteacher and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.  |
| Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.  |
| Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.  |
| Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.  |
| Have a sound knowledge of how relevant legislation, including the ‘[SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)’, impacts the school’s SEND provision.  |
| Understand how the needs of pupils with SEND change as they get older.  |
| Participate in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments to ensure pupils make progress. |
| **Teaching and learning** |
| Liaise with the headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.  |
| Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.  |
| Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.  |
| **Leadership and management** |
| Support staff members to understand the needs of pupils with SEND. |
| Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary.  |
| Provide professional guidance to staff to secure good quality teaching for pupils with SEND. |
| Guide staff in recognising and fulfilling their responsibilities to support pupils with SEND. |
| Contribute to the performance management process of any SEND teachers, TAs and MSAs.  |
| Act as a point of contact and offer advice to staff seeking to learn more about, or develop skills relating to, SEND.  |
| Ensure the school’s SEND provision is inclusive at all levels.  |
| Contribute to curriculum planning to ensure that it reflects the needs of pupils with SEND.  |
| Help to cater for the needs of pupils with SEND by contributing to the effective deployment of learning support staff.  |
| Contribute to the creation of an effective SDP which appropriately considers the needs of pupils with SEND.  |
| Ensure that learning support staff are supervised effectively.  |
| Monitor the impact of SEND provision alongside SMT |
| Access Local authority funding through thorough funding applications |
| **Communication** |
| Contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders. |
| Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility. |
| Talk to pupils with SEND and listen to their feedback, with a view to developing a more effective support system.  |
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| **Recording and assessment** |
| Ensure that the school’s administrative work for SEND is effectively completed, including the following: * IEPs
* Risk Management Plans
* Contact with outside agencies, e.g. careers and outreach agencies
* The implementation of behaviour support plans by staff and their understanding by pupils
* SEND chronologies
* EHCP referrals and annual reviews
* Maintain up to date SEND data on Pupil Asset and in preparation for school census
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| Work with teachers to set challenging targets for raising achievement amongst pupils with SEND.  |
| Support whole school SALT provision by assisting assessment and referring into SALT services  |
| Effectively map budget provision for SEND  |

**Person specification**

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|  | **Essential** | **Desirable** |
| **Qualifications and training** | The successful candidate will:* + - * Have a degree in a relevant subject.
			* Have QTS.
			* Have taught at KS1 and/ or Early Years for at least three years.
 | * Be trained in Norfolk Steps
* Be familiar with end of KS testing.
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| **Experience** | The successful candidate will have experience of:* Working with and caring for pupils with SEND.
* Experience of conducting training/leading INSET
 | * Working in line with expectations in the Ofsted framework regarding effective learning and teaching.
* Previous experience as a school SENCO
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| **Knowledge and skills** | The successful candidate will be able to:* Demonstrate an ability to work with pupils and their families in a sensitive and positive way.
* Demonstrate a sound knowledge of the SEND Code of Practice and its application.
* Evidence that they have experience of behavior management techniques for groups and individuals with SEND.
* Show that they have a good understanding of the principles behind school improvement, including school improvement planning, monitoring and reviewing progress.
* Make consistent judgements based on careful analysis of SEND data.
* Communicate in both written and verbal mediums effectively.
* Good record-keeping skills
* Present clearly a wide range of specialised information to both educationalists and non-educationalists.
* Demonstrate a proven ability to work sensitively and effectively with colleagues to help them to improve their everyday classroom practice.
 | * Demonstrate a greater understanding of how pupils with SEND develop.
* Demonstrate a sound understanding of SEND funding on offer.
* Support EAL pupils.
* Improve current skills and demonstrate a willingness to develop further.
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| **Personal qualities** | The successful candidate will have:* A calm and caring nature.
* Excellent verbal and written communication skills.
* Excellent time management and organisation skills.
* A flexible approach towards working practices.
* High expectations of self and professional standards.
* The ability to work as both part of a team and independently.
* The ability to maintain successful working relationships with other colleagues.
* High levels of drive, energy and integrity.
* A commitment to equal opportunities and empowering others.

The successful candidate will be:* Committed to promoting high quality care of children.
* Dedicated to promoting their professional development.
* Able to plan and take control of situations.
* Capable of handling a demanding workload and successfully prioritising work.
* Professionally assertive and clear thinking.
 | * A commitment to contributing to the wider school community.
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