# Special Educational Needs Coordinator (SENCO)

# Job Description

|  |
| --- |
|  |

**Employment details**

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

**Main duties/responsibilities**

|  |
| --- |
| **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. |
|  |
| **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 |
| 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**

|  |  |  |
| --- | --- | --- |
|  | **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. |
| **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 |
| **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. |
| **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. |