

Moss Park Junior School SENCO Job Description 2024



Purpose of the Job:

- To uphold the vision of Moss Park Primary School, following all policies and guidance as required.
- To take responsibility for the day to day and strategic provision for pupils with SEN
- To provide effective teaching and learning and contribute to raising standards within the school.

Salary:

The post holder will be paid on the appropriate point of the main scale according to the outcomes of annual appraisal. The specific post of SENCO will be remunerated as a TLR (£5000).

Line of Responsibility:

All teachers are directly responsible to the Head Teacher.

Job Content:

Strategic Purpose

The basic duties are outlined in the latest School Teachers' Pay and Conditions Document. The post holder will maintain a good understanding of whole school curriculum, assessment, safeguarding and pastoral policies.

Generic Core Responsibilities (STPCD):

Teaching

- Plan from the school curriculum medium term plans that are reflective of the National Curriculum 2014 requirements.
- Teach clearly structured lessons or sequences of work, which interest and motivate all learners and in which:
 - Individual needs and abilities are taken into account
 - Learning intentions are made clear to learners
 - Interactive teaching methods and collaborative group work are employed
 - Active and independent learning is promoted that enables learners to think for themselves and to plan and manage their own learning.
- Be fully aware of individual prior levels of attainment and use this information to plan differentiated tasks and set accurate targets
- Set challenging teaching and learning intentions, which are relevant to and based on knowledge of all learners and take account of:
 - Their learning needs and abilities.
 - Evidence of their past and current achievement.
 - The expected standards for learners of the relevant age range.
 - The range and content of work relevant to that phase.
- Set appropriate and challenging work for all learners through effective differentiation and effective deployment of support staff.
- Identify and work appropriately with learners with SEND, EAL and those who are more able.
- Use ICT effectively in teaching.
- Monitor and assess during lessons, giving immediate and constructive feedback, which supports learners, requiring them to reflect on, evaluate and improve their own performance.

- Establish a purposeful learning environment in which diversity is valued and where all learners feel secure and confident.
- Establish a clear framework for classroom discipline and strategies for recognising, encouraging and rewarding good behaviour in order to anticipate and manage behaviour appropriately and to promote self-control and independence in line with the school behaviour policy and procedures.
- Ensure punctuality, promote good attendance and establish a purposeful working atmosphere during all learning activities.
- Maintain excellent classroom management with due regard to health and safety policies.
- Demonstrate commitment to personal professional development by evaluating your own practice and learning from the effective practice of others.
- Call on the support and guidance of colleagues, specialist teachers and other professionals in order to maximise effective teaching and learning.
- Engage fully in all appraisal procedures as required.

Assessment, Recording & Reporting

- Make appropriate use of a range of monitoring and assessment strategies to evaluate progress towards planned learning intentions and use this information to inform planning and teaching.
- Keep detailed assessment records according to school policy.
- Mark all work set, including any homework, within an agreed and reasonable time.
- Use the school marking scheme at all times as detailed in the marking policy.
- Carry out assessment programmes and procedures, as agreed by the school.
- Monitor and set targets to support the academic progress of all learners in the class.
- Complete learner reports in line with school policy, lead parents' evenings as required and keep parents and carers informed on a regular basis.

Pastoral Work

- Endeavour to build up excellent, professional relationships with all learners, so that they will look to the teacher for support and advice.
- Expect high standards of behaviour and conduct at all times.
- Report issues of any concern to the appropriate member of the middle or senior leadership team.
- Maintain an accurate register of attendance and do everything reasonable to encourage good attendance and punctuality in line with school policy.
- Promote and safeguard the welfare of learners in the school in line with school policy.

Appraisal

All teachers are part of the school appraisal scheme. The post holder will have a line manager who will set agreed targets for the year. The line manager will monitor & review performance including classroom teaching. The school will support the continuing professional development of all staff to ensure that their expertise is being kept up-to-date.

The post holder will be expected to:

- Attend and contribute to team and full staff meetings.
- In relation to the school improvement plan, contribute towards the set targets.
- Maintain a professional interest in educational initiatives and developments.
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues

SENCO Role overall responsibilities

- To lead, manage, develop and maintain high quality SEN provision which enables quality teaching, excellent learning outcomes and success for all pupils
- To model effective teaching, to coach and train colleagues and to teach across the school
- To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate

Strategic direction and development of SEN provision in the school – with the support of and working with the Senior Leadership Team - to:

- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum.
- Manage the SEND register, provision map and individual pupil records ensuring all information is accurately recorded, stored and shared as appropriate
- Support all staff in understanding the needs of, and delivering an effective curriculum to, SEN pupils
- Devise and promote plans to ensure the needs of pupils with SEN are met and that they are reflected in the school improvement plan
- Regularly monitor progress against targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
- Apply for statutory assessments for children, providing all the supporting evidence required
- Present a clear and accurate account of pupil performance and effectiveness of provision for vulnerable groups of pupils for a range of audiences including the SLT, governors, LA, OFSTED and others
- Analyse and interpret relevant school, local and national information relating to pupils with SEN and advise the head teacher on the level of resources required to maximise achievement
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEN
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately
- Be an advocate of our SEN pupils and ensure that pupils with SEN are enabled to share their views, are fully included in pupil leadership roles and the life of the school

Teaching and learning - to:

- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEN.
- Delivering a range of academic, pastoral and therapeutic interventions or having overview of colleagues and professionals who do so
- Work with pupils, class teacher and key stage managers to ensure realistic and challenging expectations of pupils with SEN
- Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEN

Leading and managing staff – to:

- Achieve constructive working relationships and establish opportunities for the SENCO, support assistants and other teachers to review the needs, progress and targets of pupils with SEN
- Contribute to the effective deployment and timetabling of support staff
- Act as a source of support and information to all staff, including delivering training to groups and individual staff
- Advise and contribute to all aspects of SEN training to ensure the professional development of staff
- Line manage the HLTAS and support them to sustain effective systems for the management of TAs in KS1 and KS2
- Lead and the pastoral team of ELSAs to identify the needs of vulnerable children and the impact of support/interventions put in place to ensure their physical and mental wellbeing and academic success

Parents and the wider community – to:

- Play a full part in the life of the school community
- Work with parents and families who have a child with SEN offering support and guidance
- Encourage parents to participate in the life of the school in a variety of ways
- Communicating to pupils, parents, staff and the wider community the school's high expectations and the inclusive philosophy that all pupils can succeed

Managing own performance and development:

- Demonstrate resilience and resourcefulness.
- Take responsibility for own professional development.
- Participate in the school's appraisal and professional development scheme, ensuring that objectives are set and met within the agreed time-scale.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Use of Resources – to:

- Identify appropriate resources to promote and support the achievements of SEN children and ensure they are used efficiently, effectively and safely
- Manage, monitor and review appropriate budget allocations in liaison with the Headteacher and School Business Manager

Additional responsibilities and general requirements – to:

- Be part of the schools safeguarding team
- Be the designated teacher for children who are looked after (CLA) and previously looked after
- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Headteacher

Conditions of Employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).
- The post holder is required to support and encourage the school ethos and objectives, policies and procedures as agreed by the Governing Body.
- To uphold the school policy in respect of child protection and safeguarding matters.
- The post holder will be subject to all relevant statutory requirements as detailed in the most recent School Teachers’ Pay & Conditions Document.
- Provision is made for planning, preparation & assessment (PPA) time, in accordance with the requirement for all teachers at a school with timetabled teaching commitments to hold a contractual entitlement to PPA time within the timetabled teaching day.
- The amount of PPA time will be set as a minimum of 10% of timetabled teaching time as part of the 1265 guidance.
- The amount of SENCo leadership time will be a further reduction of the teaching timetable, not including PPA.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed in line with government guidance and it may be subject to modification at any time after consultation with the post holder.

Agreed by: _____ (Teacher)

_____ (Head Teacher)

Date: _____