

NEWLANDS COMMUNITY PRIMARY SCHOOL



Job Description

SENCO

Salary: MPS/UPS + SEN Allowance (£2,270)

Job Purpose:

- To carry out the professional duties of a school teacher in accordance with the Teachers' conditions of Employment having due regard to the requirements of the National Curriculum, the School's aims, Objectives, Schemes of Work and any policies of the Local Authority and Governing Body.
- To share in the corporate responsibilities for the well-being and behaviour of all pupils including those with special needs.
- To line manage and support teaching assistants supporting learners with SEND
- To be a member of the Senior Leadership Team and to be responsible for coordinating SEND provision throughout the school.
- To provide support for all aspects of the pupils welfare.

MAIN DUTIES AND RESPONSIBILITIES:

Teaching and Learning

- Identify and implement the most effective teaching approaches for children with SEND.
- Monitor teaching and learning activities to ensure the school meets the needs of children with SEND.
- Identify resources and equipment needed to support children with SEND.
- Liaise with other schools to ensure continuity of support and learning on transfer.
- Undertake day to day coordination of pupils with SEND through close liaison with staff, parents and external agencies.
- Carry out SEND support and advise on individual programmes, target setting and curriculum differentiation.
- Develop working relationships with parents to ensure effective home/school links.
- To teach and be responsible for a Year 2 class (one day per week).

Assessment

- Set targets for raising attainment of children with SEND.
- Collect and interpret specialist assessment data to inform SEND practice.
- Work with the Headteacher and all staff to eliminate barriers to learning through:
 - Assessment of needs.
 - Monitoring of pupil attainment.
 - Target setting
 - Pupil progress tracking

- To update the Headteacher and liaise with the SEND Governor (termly) and Governing Body (annually) on the effectiveness and development of provision for pupils with SEND.
- Attend consultation evenings and keep parents/carers informed about their child's progress.
- Provide and/or support report writing.

3. Leadership and Management

- Disseminate good practice about SEND provision across the school.
- Take an active role in professional development of staff, including whole school INSET.
- Provide professional guidance to staff to ensure pupils with SEND are making adequate progress towards expected levels.
- Contribute to the Performance Management process for specialist skills.
- Write and evaluate a SEND Action Plan, to be reviewed annually.
- Monitor and review changes to the School's SEND Policy and SEND Information Report.

4. Professional Effectiveness

- Liaise with the SEND link governor on matters of policy and practice and complete an annual report for governors.
- Work with the leadership team to set high expectations for the achievement of all children.
- Attend weekly Leadership Meetings.
- Attend local networking meetings.
- Work with teachers and Leadership Team to set high expectations for the achievement of all children.

5. Supporting the School and OWLS Trust

- Participating in and leading training, INSET days, other learning activities and CPD meetings, as required.
- Being aware of and complying with policies and procedures relating to safeguarding, health & safety, security, confidentiality and data protection, reporting all concerns to the appropriate member of staff.
- Ensuring all pupils have equality of access to opportunities to learn and develop.
- Contributing positively to the overall ethos/work/aims of the school.
- Coordinating the work role of other external professionals.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

- (a) The nature of the work may involve the post holder carrying out work outside of normal working hours.
- (b) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006. Therefore a **DBS enhanced check for a regulated activity (includes a barred list check) is an essential requirement.**

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Newlands Primary School is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

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Person Specification

SENCO

	Essential	Desirable	How assessed
Qualifications Qualified Teacher status. National Award for SEN Coordination Evidence of continuous INSET with particular reference to Special Educational Needs (SEN).	✓ ✓	 ✓	App/Doc
Experience <ul style="list-style-type: none"> Teaching across the primary age phases Qualified teacher with at least four years' experience in the primary sector Evidence of continuing professional development Evidence of work with colleagues in primary schools Experience of training other teachers Experience of working alongside other teachers in developing learning plans Experience of setting targets and monitoring, evaluating and recording progress Experience of developing good working relationships with hard to reach parents Experience of leading a team of teachers on the curriculum initiative Experience of using ICT to support SEND Experience of running parent groups / family forums Experience of line management Experience of being a designated Teacher for LAC 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	 ✓ ✓ ✓ ✓	App/Int/ Ref
Knowledge <ul style="list-style-type: none"> The SEN Code of Practice and its practical application The EHCP process and the evidence needed Behaviour and relational management techniques for groups and individuals Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills Good understanding of factors promoting effective transfer of learners from one phase of education to the next 	✓ ✓ ✓ ✓		App/Int/ Ref

	Essential	Desirable	How assessed
<ul style="list-style-type: none"> • Attachment theory and application • Social and emotional development • Language development • Using comparative information about attainment • The roles and responsibilities of educational psychologists and of learning and behaviour support services • The Early Help Process • Knowledge and understanding to support EAL children • Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress • Boxall profile • Other assessment tools to identify SEN needs 	✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓	
<u>Skills/Attributes</u> <ul style="list-style-type: none"> • Make consistent judgements based on careful analysis of available evidence • Work with teachers and outside agencies • Good communication skills, both written and oral • Good presentation skills with the ability to enthuse and motivate others • Good organisation skills • Good time management skills • Ability to run parent workshops / family forums • Confident in the use of information and communication technology. • Good influencing and negotiation skills. • Manage the co-ordination of teaching assistants in support of SEN pupils. 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓	App/Int/Ref
<ul style="list-style-type: none"> • Willingness to share expertise, skills and knowledge • Sensitivity to the aspirations, needs and self-esteem of others • Commitment to team working • Willingness to address challenging issues with clarity of purpose and diplomacy • Flexibility • Resilience 	✓ ✓ ✓ ✓ ✓		App/Int/Ref
<u>General Circumstances</u> <ul style="list-style-type: none"> • An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. 	✓		App/Int
<u>Factors not already covered</u> Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.	✓		Med

App = Application Form
Int = Interview
Med = Medical Questionnaire

Test = Test
Pre = Presentation
Doc = Documentary Evidence (E.g., Certificates)