

Paulton Junior School	
JOB DESCRIPTION	
POST TITLE: SENCO	GRADE: Mainscale/UPS
RESPONSIBLE TO: Headteacher	
DATE: MARCH 2023	

To raise educational achievement by leading and co-ordinating provision for pupils with special educational needs and the disadvantaged.

1. Purpose of Job

The primary purpose of this post is:

- 1.1 To provide strategic leadership of the provision for pupils with special educational needs and disabilities (SEND), and those who are disadvantaged, across both schools in order to ensure that these pupils make excellent progress
- 1.2 To lead, manage and effectively deploy staff and resources within SEND provision and provision for disadvantaged pupils.
- 1.3 To lead, monitor and evaluate the development of learning and teaching strategies for disadvantaged pupils and those with SEND
- 1.4 To ensure that staff are provided with relevant information and training relating to the support of disadvantaged pupils and those with SEND
- 1.5 To lead on raising the attainment and achievement of disadvantaged pupils and those with SEND in all year groups
- 1.6 To ensure that paperwork relating to pupils with SEND meets statutory requirements
- 1.7 To maintain appropriate relationships with parents/carers of pupils with SEND and with relevant external organisations, as well as with the parents/ carers of pupils who need an Early Help.
- 1.8 To take a full role within the communities of both schools as a Senior Leader, including acting as one of the schools' Deputy Designated Safeguarding Leads.

2. Main Accountabilities

- 2.1 Oversee the day-to-day operation of the schools' SEND and Pupil Premium policies
- 2.2 Co-ordinate provision for children with SEND
- 2.3 Advise on the graduated approach to providing SEND support
- 2.4 Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively, including use of the Pupil Premium
- 2.5 Liaise with parents of pupils with SEND and those who need Early Help.
- 2.6 Liaise with early years providers, other schools, educational psychologists, health and social care professionals and independent and voluntary bodies
- 2.7 Act as a key point of contact for external agencies, especially the LA and its support services
- 2.8 Liaise with previous and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- 2.9 Liaise with the relevant designated teacher where a looked after pupil has SEND
- 2.10 Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- 2.11 Ensure that the school keeps the records of all pupils with SEN up to date
- 2.12 Fulfil the role of Deputy Designated Safeguarding Lead alongside the other holder of that post.

3. Liaison

- 3.1 Pupils with SEND
- 3.2 Disadvantaged pupils
- 3.3 Parents/carers of pupils with SEND and/ or needing Early Help
- 3.4 Senior Leadership Teams and Governing Body
- 3.5 Teachers
- 3.6 Teaching assistants leading interventions
- 3.7 Nurture Group staff
- 3.8 SENCOs in the Local Authority
- 3.9 Members of the Bath Area Behaviour and Attendance Panel
- 3.10 Local Authority representatives e.g. Speech & Language
- 3.11 External agencies such as Parent & Family Support Workers, Education attendance Officers

4. Main Duties

- 4.1 To assess, record and report on the progress and attainment of pupils with SEND
- 4.2 To monitor the learning, teaching and academic progress of pupils with SEND and lead appropriate interventions where required, to the Teachers' Standards
- 4.3 To apply specialist methods of teaching, and to participate in arrangements for further training
- 4.4 To effectively manage the deployment of SEND teachers and teaching assistants ensuring the effective and efficient deployment of interventions and the support that enables pupils to access quality first teaching
- 4.5 To maintain discipline in accordance with school procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- 4.6 To update professional knowledge and expertise as appropriate to keep up-to-date with developments in teaching practices and methodology in general and in the specific context of provision for pupils with SEND
- 4.7 To inform teachers, pupils and parents/carers about access arrangements for statutory assessments and lead on the necessary routines associated with these.

5. Recording and Assessment

- 5.1 To monitor and evaluate pupil progress and provide assessment and feedback to pupils and teachers in line with whole school policy
- 5.2 To organise and evaluate the tracking of pupil progress and use information to inform learning and teaching
- 5.3 To provide or contribute to oral or written assessments and reports as required for individual pupils

6. Leadership

- 6.1 To support the development and implementation of the vision and strategic direction of the school, reflecting its educational and moral aspirations and values
- 6.2 To provide strategic leadership of provision for pupils with SEND
- 6.3 To lead and manage the SEND team
- 6.4 To lead the process of monitoring and evaluating SEND provision in line with agreed school policies and procedures including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required
- 6.5 To lead the process of monitoring and evaluating provision for disadvantaged pupils in line with agreed school policies and procedures including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required

- 6.6 To implement internal systems for tracking the attainment, progress, experiences and support provided for pupils with SEND, reporting outcomes to the Senior Leadership Team and the Governing Body
- 6.7 To pay due regard to the school's Equality Policies and their application in the work of SEND support systems
- 6.8 To promote the general progress and well-being of individual pupils and provide guidance and advice as necessary
- 6.9 To participate in professional development and team meetings that relate to curriculum development, assessment, health, safety and wellbeing, administration and organisational matters.

7. Pastoral Care

- 7.1 To communicate and consult with parents of disadvantaged pupils and those with SEND and with other appropriate persons and bodies outside the school as appropriate
- 7.2 To participate in meetings arranged for any of the purposes described, within the school directed time schedule
- 7.3 To promote the general progress and well-being of individual disadvantaged pupils and those with SEND
- 7.4 To identify and celebrate the achievements of disadvantaged pupils and those with SEND in all aspects of school life
- 7.5 To monitor home learning, ensuring that it contributes to the achievement of disadvantaged pupils and those with SEND
- 7.6 To attend parent/carers meetings, information meetings and other events which the parents/carers of pupils with SEND are attending

8. Safeguarding

- 8.1 To undergo any necessary training for the role of Deputy Designated Safeguarding Lead, and to carry out that role according to the training and to the specification given in the latest version of Keeping Children Safe in Education. This includes being keenly aware of the responsibility for safeguarding children and help lead the application of the Safeguarding and Child Protection Policy
- 8.2 Comply with the school's Safeguarding Policy and Safer Working Practice in order to ensure the welfare of all children
- 8.3 Support safeguarding issues relating to SEND students and ensure that the Designated Safeguarding Lead is informed of concerns.

9. Other Duties and Responsibilities

- 9.1 To play a full part in the life of the school communities, supporting their ethos and encouraging staff and pupils to follow this example
- 9.2 To contribute to the review of school policies as appropriate

- 9.3 To provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with the staff's Code of Conduct and demonstrating high expectations of work and behaviour
- 9.4 To manage own record keeping in respect of individual pupils' development, progress and attainment as appropriate
- 9.5 To assist with the general pastoral care of pupils including helping pupils who are ill, distressed or injured
- 9.6 To attend relevant meetings and participate in training opportunities and performance development as required
- 9.7 To participate in agreed schemes of teacher appraisal to include all aspects of in-service training and development
- 9.8 To develop links with governors, external agencies and neighbouring schools
- 9.9 To comply with school policies and procedures with regard to Health and Safety, equal opportunities and code of conduct
- 9.10 To undertake any other duties as may be reasonably required
- 9.11 To participate in administrative and organisational tasks related to the duties described above.

This Job Description is current at the date shown and does not define in detail all the duties/responsibilities of the post. These will be reviewed at least once a year and following consultation with the post holder may be changed by Leadership to reflect or anticipate changes in the Job, which are commensurate with the salary and job title.