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| **Federation SENCO - Job Description** | | | |
| **Name:** |  | **Post Title:** | Special educational needs co-ordinator (SENCO) |
| **Line Manager:** | Co-Headteachers | **Salary/Grade:** | Subject to qualifications and experience  0.4/0.6 FTE (2 or 3 days a week TBA) |
| **Reports to:** | Co-Headteachers | **Disclosure Level:** | Enhanced |
| **Accountabilities** | | | |
| **Job Purpose** | | | |
| As a key member of staff, under the direction of the Co-Headteachers, the SENCO will need to determine the strategic development of special educational needs (SEN) policy and provision across the federation. They will be responsible for the day-to-day operation of the SEN policy, co-ordination and monitoring of specific provision to support the progress of individual pupils with SEN or a disability. The SENCO will be able to provide professional guidance to colleagues, working closely with staff, parents and other agencies. | | | |
| **Key Areas of Accountability** | | | |
| 1. Strategic development of SEN Policy 2. Day-to-day operation of SEN Policy, including monitoring progress of individual pupils with SEN or disability 3. Providing guidance to colleagues, parents and other agencies. 4. Working with Co-Headteachers to meet school’s needs | | | |

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| **Responsibilities** |
| **Strategic development of SEN policy and provision** |
| * Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality and impact of provision * Contribute to school self-evaluation, particularly with respect to impact of provision for pupils with SEN or a disability * Ensure the SEN policy is put into practice effectively, and that the objectives of this policy are reflected in the school improvement plan * Maintain an up-to-date knowledge of national and local initiatives which may affect the school’s policy and practice * Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective in producing desired outcomes |
| Operation of the SEN policy and co-ordination of provision |
| * Maintain an accurate SEND register and provision map * Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support * Advise on the use of the federation’s budget and other resources to meet pupils’ needs effectively, including staff deployment * Be aware of the provision in the local offer * Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies * Be a key point of contact for external agencies, especially the local authority * Analyse assessment data for pupils with SEN or a disability * Implement intervention groups for pupils with SEN, and evaluate their effectiveness * Develop positive professional relationships with parents/carers of pupils with SEND to establish an ethos of working together to the benefit of the child |
| Support for pupils with SEN or a disability |
| * Identify a pupil’s SEN * Co-ordinate provision that meets the pupil’s needs, and monitor its effectiveness * Secure relevant services for the pupil * Ensure records are maintained and kept up to date * Review the education, health and care plan with parents or carers and the pupil * Communicate regularly with parents or carers * Ensure that if the pupil transfers to another setting, all relevant information is conveyed to it, and support a smooth transition for the pupil * Promote the pupil’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities * Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability * In partnership with the Nursery, EYFS SEN Lead and feeder nurseries, secure transition funding for our Nursery children starting school |
| Leadership and management |
| * Work with the Co-Headteachers and governors to ensure the federation meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements * Prepare and review information the governing board is required to publish * Contribute to the federation improvement plan and whole-federation policy * Identify training needs for staff and how to meet these needs * Lead INSET for staff * Share procedural information, such as the school’s SEN policy * Promote an ethos and culture that supports the federation’s SEN policy and promotes good outcomes for pupils with SEN or a disability * Lead and manage EYFS SEN LEAD * Together with the Co-Headteachers, lead and manage teaching assistants working with pupils with SEN or a disability * Together with the Co-Headteachers, review staff performance on an ongoing basis * Meet with parents at Parents Evening or organised time to share a pupil’s support plan and agree parental role |

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| **Qualifications and training** |
| * Qualified teacher status * National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment * Degree |
| **Experience** |
| * Teaching experience (minimum of 3 years) * Experience of working at a whole-school level * Involvement in self-evaluation and development planning * Experience of conducting training/leading INSET * Experience of line managing staff |
| **General** |
| * Be an emergency contact for the full range of incidents, to ascertain the problem and take appropriate action for resolution, both during and outside of normal working hours. * Usually solve the problems that arise by the identification and selection of solutions from a range of diversified established procedures and standards, utilising experience. * To ensure all necessary returns, reports and documentation are completed accurately within time constraints including claims, bids, reports to governors and statistical returns. |

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| **Attributes & Competencies** |
| **Knowledge and Skills** |
| The skills the SENCO should demonstrate their knowledge and understanding of:   * Sound knowledge of the SEND Code of Practice * Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies * Ability to plan and evaluate interventions * Data analysis skills, and the ability to use data to inform provision planning * Effective communication and interpersonal skills * Ability to build effective working relationships * Ability to influence and negotiate * Good record-keeping skills |

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| **Personal Qualities** |
| **ESSENTIAL**   * Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school * Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability * Ability to work under pressure and prioritise effectively * Commitment to maintaining confidentiality at all times * Commitment to safeguarding and equality * Openness to being a full member of the federation team |

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| **CLARIFICATIONS** |
| This job description does not define in detail all the duties, responsibilities and accountabilities of the post.  A review of the post and its responsibilities will be undertaken periodically and may result in modification and amendments after consultation to the tasks of the post holder.  This job description is current at the date shown, but in consultation with the post holder, may be changed to reflect or anticipate changes in the job commensurate with the grade and job title. |

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| **Agreed** that the Job Description is a fair statement of the requirements of the job | | |
| Job Holder: | Signed: | Date: |
| Line Manager: | Signed: | Date: |