

Job Description

Special Educational Needs Co-ordinator (SENCo)

Reporting to:	Headteacher
Liaising with:	This post involves co-ordinating the provision of children with SEN / liaising with parents of children with SEN / providers / outside agencies / educational psychologists / external agencies and the wider school team where needed.
Grade/Salary:	Mainscale/UPS (£28,000 - £43,685) + TLR 2b (£5028)
Hours of work:	Full Time

Main Purpose:

The SENCo, under the direction of the Headteacher, will:

- Determine the strategic development of special educational needs (SEN) and Medical Needs policy and provision in the school
- Be responsible for day-to-day operation of the SEN and Medical Needs policy and co-ordination of specific provision to support individual pupils with SEN, Medical Needs or a disability.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- The SENCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

Duties & Responsibilities:

Strategic Development of the SEN Policy & Provision

- Have a strategic overview of provision for pupils with SEN, Medical Needs or a disability across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN, Medical Needs or a disability.
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP).
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective.

Operation of the SEN Policy & 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 school'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 (LA).
- Analyse assessment data for pupils with SEN, Medical Needs or a disability.
- Implement and lead intervention groups for pupils with SEN and evaluate their effectiveness.

Support for Pupils with SEN, a Disability or Medical Needs

- Identify a pupil's SEN or Medical Need
- 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 (EHCP) with parents or carers and the pupil.
- Communicate regularly with parents or carers.
- Ensure if the pupil transfers to another school, 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, Medical Need or a disability.

Support for Pupils with SEN, a Disability or Medical Needs

- Work with the headteacher and governors to ensure the school 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 school improvement plan and whole-school 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 and Medical Needs policies.
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN, Medical Needs or a disability.
- Lead and manage teaching assistants (TAs) working with pupils with SEN, Medical Needs or a disability.
- Lead staff appraisals and produce appraisal reports.
- Review staff performance on an ongoing basis.

General

- Be a positive influence on the climate and culture of the Academy and show a positive example at all times.
- Support the Catholic ethos of the Academy.
- Be aware of and comply with the policies and procedures relating to child protection, health, safety and security, confidentiality and data protection and copyright, reporting all concerns to the Headteacher / Principal.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall aims of the Academy.
- Appreciate and support the role of other professionals.

The St Thomas Aquinas Catholic Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed, and would not in itself justify a reconsideration of the grading of the post.

Person Specification

Special Educational Needs Co-ordinator (SENCo)

A. Training & Qualifications	Essential	Desirable
Qualified Teacher Status (QTS)	A	
National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment	A	
Degree		A
Commitment to ongoing professional development	A	
B. Experience	Essential	Desirable
Teaching experience	A	
Experience of working at a whole-school level	A	
Involvement in self-evaluation and development planning		A & I
Experience of conducting training/leading INSET		A
C. Professional Knowledge and Skills	Essential	Desirable
Sound knowledge of the SEND Code of Practice	A & I	
Understanding of what makes 'quality first' teaching, and of effective intervention strategies		A & I
Ability to plan and evaluate interventions	A & I	
Data analysis skills and the ability to use data to inform provision planning	A & I	
Effective communication and interpersonal skills	A & I	
Ability to build effective working relationships	A & I	
Ability to influence and negotiate		A & I
Good record-keeping skills	A & I	

D. Personal Attributes	Essential	Desirable
Willingness to support Catholic life in schools	I	
Emotional resilience	I	
Ability to self-evaluate and reflect	I	
Ability to be respectful and promote equality of opportunity and diversity	I	

E. Safeguarding & Equality	Essential	Desirable
Understanding of responsibilities of the Trust and schools in ensuring compliance with all relevant legislation	I	
Must be able to recognise discrimination in its many forms and willing to put the School's equality policies into practice.	I	
Enhanced DBS Check & Online Check	I	
Aware of equal opportunities in relation to this role	I	