



**Job Title:** SENCO

**Reports to:** Headteacher and Deputy Headteacher

**Location:** Shatterlocks Infant and Nursery School and Barton Junior School

### **Key Responsibilities and Duties**

#### **General duties:**

- Have overall responsibility for determining the strategic development of SEND policy and provision in the school.
- Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.
- Where a looked after child has SEND, ensure effective communication with the relevant designated teacher.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with early years providers (where required), other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.
- Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned.
- Work with the **headteacher** and the **governing board** to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
- Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
- Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.
- Have a sound knowledge of how relevant legislation, including the 'SEND Code of Practice: 0 to 25 years', impacts the school's SEND provision.
- Understand how the needs of pupils with SEND change as they get older.
- Participate in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments to ensure pupils make progress.
- Lead our SEND Nurture group

#### **Recording and assessment:**

- Ensure that the school's administrative work for SEND is effectively completed and up to date.
- Assist teachers to set challenging targets to raise achievements amongst pupils with SEND.



### **Teaching and learning:**

- Liaise with the **headteacher** to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
- Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.
- Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.

### **Leadership and management:**

- Coordinate and support the full SEND team.
- Support staff members to understand the needs of pupils with SEND.
- Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary.
- Provide professional guidance to staff to secure good quality teaching for pupils with SEND.
- Guide staff in recognising and fulfilling their responsibilities to support pupils with SEND.
- Contribute to the performance management process of any SEND teachers, learning support staff and TAs.
- Act as a point of contact and offer advice to staff seeking to learn more about, or develop skills relating to, SEND.
- Ensure the school's SEND provision is inclusive at all levels.
- Contribute to curriculum planning to ensure that it reflects the needs of pupils with SEND.
- Help to cater for the needs of pupils with SEND by contributing to the effective deployment of learning support staff.
- Contribute to the creation of an effective SDP which appropriately considers the needs of pupils with SEND.
- Ensure that learning support staff are supervised effectively.

### **Communication:**

- Contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders.
- Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.
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## Person Specification

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Have a <b>degree</b> in a relevant subject.</li> <li>• Have QTS.</li> <li>• Have taught at <b>KS1</b> and <b>KS2</b> for at least two years.</li> <li>• At least 12 months experience working as a school SENCO.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant safeguarding and child protection training undertaken and a willingness to update training regularly.</li> <li>• Be a trained first aider.</li> <li>• Have achieved a National Award in Special Educational Needs Coordination.</li> </ul>
Knowledge, skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Experience of working with pupils with SEND, and pupils with emotional and behavioural difficulties.</li> <li>• Experience working alongside an SLT to develop the quality of the curriculum and learning activities.</li> <li>• Experience co-ordinating provision for children with SEND.</li> <li>• Sound knowledge of the SEND Code of Practice and its application.</li> <li>• Sound knowledge of the graduated approach to providing SEN support.</li> <li>• Experience of behaviour management techniques for groups and individuals with SEND.</li> <li>• A good understanding of the principles of school improvement.</li> <li>• Experience working effectively with colleagues to improve classroom practice.</li> <li>• Experience utilising and analysing effective assessment systems and recording and maintaining pupil records.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience liaising with a range of people, agencies, and professionals including, the parents of pupils, the LA and other providers.</li> <li>• Demonstrate a greater understanding of how pupils with SEND develop.</li> <li>• Demonstrate a sound understanding of SEND funding on offer.</li> <li>• Experience in making reasonable adjustments and access arrangements for pupils with SEND.</li> </ul>

<b>Personal traits</b>
<b>The successful candidate will have</b>
<ul style="list-style-type: none"> <li>• A commitment to equal opportunities and empowering others.</li> <li>• Excellent communication skills, both written and verbal.</li> <li>• Excellent time management and organisation skills.</li> <li>• An ability to manage and prioritise a demanding workload, and that of others.</li> <li>• A flexible approach towards working practices.</li> <li>• The ability to work as both part of a team and independently.</li> <li>• An ability to work with pupils and their families in a sensitive and positive way.</li> <li>• An ability to establish and maintain professional working relationships.</li> <li>• High levels of drive, energy and integrity.</li> <li>• Demonstrable leadership qualities, e.g. assertiveness, confidence, resilience.</li> <li>• An ability to model good practice and engage in self-reflection.</li> <li>• A commitment to improve current skills and demonstrate a willingness to develop further.</li> <li>• A commitment to contributing to the wider school community.</li> </ul>
<b>Additional requirements</b>
<b>The successful candidate will be</b>
<ul style="list-style-type: none"> <li>• Flexible, reliable, enthusiastic and patient.</li> <li>• Inspiring and influential.</li> <li>• Able to take control, lead and manage situations.</li> <li>• Consistent in modelling good practice and behaviour.</li> </ul>