**Shottermill Junior School**

**Job Profile:** September 2024

**Job Title:** SENCO

**Salary Scale Point:** Main Pay Scale or UPR / + TLR

**Responsible to:** Headteacher, who will also act as Performance Appraisal Reviewer

**Job Summary**:

* To be responsible for the provision made by the school for pupils with Special Educational Needs and/or Disabilities (SEND) as well as pupils with Any other Educational Need (AEN) including those eligible for Pupil Premium.
* To provide professional guidance to stakeholders in the area of SEND and supporting Disadvantaged Learners, in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils. To be accountable for the standards of teaching and learning in relation to supporting children with additional needs, together with other members of the Senior Leadership Team and Governors.
* To act as the Senior Mental Health Leader for the school and develop the school’s approach to supporting all stakeholders to achieve positive mental health and wellbeing.
* To act as a deputy Designated Safeguarding Lead for the school, as part of the established DSL team.
* To carry out the duties of a school teacher as set out in the current **School Teachers’ Pay and Conditions Document** and in the new **Teachers Standards** dated September 2012. To adhere to the **SEND Code of Practice: 0 - 25 years January 2015** to ensure pupils with special educational needs and disabilities are correctly supported at Shottermill. To uphold the Core Values and follow all policies and procedures, placing best outcomes for children at the very heart of their role within our school:

*‘Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.’*

The SENCO is required by law to have completed the **National award for special educational needs co-ordination** within 3 years of being new to role, or other equivalent National Professional Qualification due to be rolled out Autumn 2024.

**Professional and Senior Leadership Duties:**

* Ensure the school fulfils and meets all requirements as set out in the **Special Educational Needs and Disabilities Code of Practice 2015: 0 – 25 Years**, as well as fulfilling all local requirements in line with Surrey County Council working practices.
* Monitor the effectiveness of the school’s SEND Policy, as well as ensuring that other key documents such as the school’s ‘local offer’ and ‘SEND Information Report’ are fully up to date.
* Report regularly to the Senior Leadership Team and Governing Body on the effectiveness of SEND provision (including standards of progress and pupil achievement and outcomes from interventions), to inform decision making, use of resources and future policy review.
* Contribute to monitoring the expenditure of the Pupil Premium Grant through working in partnership with the Headteacher to evaluate and plan associated interventions and complete the Pupil Premium Strategy website report for Governors / external partners.
* To act as the Senior Mental Health Leader for the school and develop the school’s approach to supporting all stakeholders to achieve positive mental health and wellbeing.
* To maintain awareness of updates in relation to SEND and disseminate these to relevant colleagues to ensure the school is compliant, a model of good practice and that improvement priorities are addressed.
* Contribute to whole school improvement through writing and updating the SEND Action Plan, as well as other areas of the School Development Plan, together as part of the Senior Leadership Team.
* Be open to the self-evaluation process through undertaking SLT monitoring exercises (in line with the monitoring schedule) and participating in whole school evaluation activities.
* Take responsibility for Performance Management of identified staff, as directed by the Headteacher.
* Contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils’ spiritual, moral, social and cultural development and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
* Provide occasional class teaching cover where a member of staff is absent, support with school visits, lead whole school assemblies, undertake duties and other activities at the discretion of the Headteacher, as a member of the Senior Leadership Team.

**Safeguarding Role**

* Act as a qualified deputy Designated Safeguarding Lead and contribute to weekly catch up meetings which review how identified children are safeguarding across the school (training will be provided if not a DSL).
* Attend meetings as required (e.g. Team around the Family, Child Protection Conferences), especially where there is a shared SEND and safeguarding need.

**Expected Leadership Competencies:**

* Visionary, dynamic
* Positive role model
* Good interpersonal skills
* Organised and an effective communicator
* Passionate about inclusion and promoting equal opportunities

**Management Responsibilities:**

* Oversee all Provision Management within the school and ensure that interventions are targeted precisely, with clear expectations for intended outcomes, to best support the needs of pupils with additional needs or those eligible for Pupil Premium.
* Oversee the use of electronic systems (such as Edukey Provision Mapping Tool) to analyse pupil achievement and the success of interventions. Use this information to create reports for SLT / Governors which can be used to tackle barriers to success across the school and inform changes to improve further.
* Maintain clear, accurate and up to date pupil records for individuals with additional needs and provide appropriate support to ensure that Provision Maps and ‘One Page Profiles’ are regularly updated by the Class Teacher and shared with Parents.
* Together with the Headteacher, oversee the planning, ordering and distribution of all SEND resources (including coordinating how LSAs support learning) to ensure that pupils are correctly supported.

**Partnership Working:**

* Using a ‘person centred planning’ approach, provide support to children, Learning Support Assistants and Class Teachers to ensure provision is well targeted and best supports the child’s needs.
* Develop and maintain effective partnerships with parents, guardians, children and other education representatives, (including STIPS service, REMA, Educational Psychologist etc.) and promote high levels of communication with regards to provision for those pupils with additional needs. Ensure that the views of all stakeholders are taken into account when planning provision for pupils in the school.
* Coordinate and lead *‘Keeping in Touch’* meetings together with other members of the team responsible for the social, emotional and welfare of pupils in school (ELSA and Home School Link Worker).
* Arrange for assessments from outside agencies as required and collect / interpret specialist assessment data gathered on individual pupils, using this to inform approaches used or next steps in provision mapping.
* Facilitate termly WAVE review meetings with parents and guardians as required and be available during the Consultation Evenings in the autumn and spring terms. Chair meetings professionally and ensure minutes / records are updated and distributed.
* Facilitate planning meetings, further reviews and work with the Class Teacher to complete all paperwork in relation to identified children who have an Education Health Care Plan (EHCP).
* Attend and provide input at termly pupil progress meetings.
* Liaise with all feeder schools / secondary schools and prospective parents and guardians of pupils with additional needs to ensure easy and effective transition into and out of Shottermill Junior School.

**Supporting the Process of Professional Development:**

* Support staff in understanding the learning needs of pupils with additional needs and the importance of raising their achievement. Encourage all members of staff to recognise and fulfil their statutory responsibilities to plan and cater for the needs of SEND / disadvantaged pupils in their class.
* Work co-operatively with all members of the staff team and promote constructive working relationships, with a problem solving approach.
* Ensure that the Class Teacher directs support staff (LSAs) to support pupils’ learning and lead interventions, as set out in provision maps or a child’s EHCP.
* Analyse and interpret relevant national, local and school data plus research and inspection evidence to inform SEND policy, practices, expectations, targets and teaching methods.
* Provide examples of best practice for class-based staff (including newly qualified) in identifying, assessing and meeting pupils’ additional needs.
* Raise awareness of the primary needs of pupils represented within the school and ensure training is delivered / arranged when a child requires specialist support (e.g. visual or auditory impairments, autism, dyslexia etc.)
* Support all members of staff in creating learning environments that promote inclusion are stimulating, organised, interactive and which encourage each child to achieve their potential.
* Actively promote the school’s Behaviour Management, Anti-Bullying and Equalities Policies and ensure that appropriate systems and approaches are used where a child has a SEND. Provide additional support to members of staff as they promote the positive behaviour of pupils they work closely with.

**Senior Mental Health Leader:**

* Act as the Senior Mental Health Leader role for the school, which aims to promote and support mental health and wellbeing in children.
* Undertake the necessary DfE approved training and develop a thorough awareness of how mental health can impact children’s attendance, attention, behaviour and achievement.
* Develop knowledge and understanding of the tools, strategies and extended services, which may be able to support pupils struggling with their mental health and how to go about referring to these.
* Make links with other mental health professionals who may be able to support pupils or families in school, in order to build a support network and as part of our Early Help approach.
* Liaise with other professionals in school such as ELSA workers, Home School Link Worker, Healthy Schools Leader and PSHE Leader. Agree and coordinate mental health provision across the school, delegating responsibility accordingly.
* Identify challenges and areas for improvement in our unique school setting and use this to develop an action plan for improvement.
* Monitor and review with the Headteacher and link Governor how effectively our approaches are working and ways in which we could further improve.

**General Duties:**

* Maintain a duty of care for the safety and wellbeing for all children within the school and ensure that the relevant safeguarding protocols / staff code of conduct are followed at all times.
* Support the wider life of the school and uphold our Core Values and ethos.
* To understand and apply school policies in relation to health, safety and welfare.
* Maintain high levels of communication and understand that it is a two-way process and a shared responsibility of all those who work within the school.
* Establish positive and professional relationships with parents, guardians and other stakeholders and act as both a positive role model and a point of contact on behalf of the school.
* To respect confidentiality at all times and ensure that the school is actively promoted in a good light to the community it serves.
* Attend relevant training and take responsibility for own professional development.
* To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with Performance Appraisal Reviewer.
* The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.
* It is desirable that all staff assist with the wider life of the school, such as volunteering at PTFA events or assisting with extra-curricular activities. If you are able to contribute to any of these activities, please inform a member of the Senior Leadership Team.

This job description may be amended at any time, according to the changing priorities of the school as identified within the school’s improvement plan and in consultation with the post holder. Where there are changes to the member of staff’s role in school, they will be fully consulted and supported in their new role.

**Review Date:** September 2024



**Headteacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Dated:** \_01.06.2024\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Member of staff:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Dated:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_