



Job Description

Position: SENCO

Reporting to: Assistant Headteacher

Purpose: The SENCO, with the support of the SLT and governing body, takes responsibility for the day-to-day operation of the SEN policy, SEN information report and provision made by the school for pupils with learning difficulties or disabilities, working closely with staff, parents/carers and other agencies. The SENCO also provides professional guidance to staff in order to help ensure high quality teaching and the effective use of resources to secure an inclusive education.

Responsible for: Leading and managing SEN effectively in the school and overseeing the implementation of the SEN policy.

Teaching and Learning

- Identify and adopt the most effective teaching approaches for pupils with SEN and provide guidance for staff, including that reasonable adjustments are made
- Monitor teaching and learning activities to meet the needs of pupils with SEN
- Identify and provide study skills that will develop pupils' ability to work independently
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN
- Liaise with outside agencies so that appropriate teaching and learning strategies are employed
- Assess cases where it is claimed that a child's health reasons prioritise attendance at this school.
- Act as a source of expertise and guidance for staff who teach pupils with SEN

Recording and Assessment

- Support target setting arrangements for raising achievement among pupils with SEN through the Assess Plan Do Review process
- Coordinate systems for identifying, assessing and reviewing SEN, and reporting and recording their progress, including In School Reviews and Multi Academy Trust meetings
- Liaise closely with pastoral staff to help ensure pupils with SEN are fully included and make the expected progress
- Update the Principal (via SLT line manager) and governing body on the effectiveness of provision for pupils with SEN
- Develop understanding of pupils' learning needs and the importance of raising achievement among pupils
- Liaise with parents/carers regarding their child's progress
- Organise the assessment of and provision for students who may require Exam Access Arrangements
- Produce a termly Report for the Principal on the progress of SEN pupils
- Monitor and track the academic progress of all pupils on the SEN register, and organise appropriate interventions in partnership with pastoral staff, teaching staff and parents through the Assess, Plan, Do, Review process.

Leadership

- Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEN, including that the school complies with the disability equality duties
- Organise training opportunities for learning support assistants and other teachers to learn about SEN

- Disseminate excellent practice in SEN across the school
- Keep abreast of current developments and new initiatives
- Identify resources needed to meet the needs of pupils with SEN and support staff in their use, and advise the Headteacher of priorities for expenditure
- Advise the Principal (via SLT line manager), governing body and staff (as applicable) on the application of relevant legislation and the SEN Code of Practice.
- Review and update the SEN and Inclusion policies (along with the SLT line manager) and have an input into other relevant policies, e.g. behaviour and discipline, Mental Health
- Chair and minute In School Reviews
- Participate in an regular meetings with the appropriate Link Governor for SEN
- Create and oversee all SEN administration and documentation e.g. Provision Maps
- Produce an annual Accessibility Plan
- Produce a plan for the emergency evacuation of physically disabled pupils and monitor its effectiveness regularly.
- Ensure that staff responsible for the emergency evacuation of PD pupils are appropriately trained.
- Ensure that emergency evacuation equipment is fit for purpose
- Attend New Entrants Evening and any transition review meetings across the school.

Standards and Quality Assurance

- Support the aims and ethos of the school in that all pupils are fully included
- Line manage LSAs and delegate tasks as appropriate to best support the needs of pupils with SEN
- Contribute to the strategic direction and development of SEN
- Create confidence among staff to enable them to meet the needs of SEN pupils, including their social and emotional needs
- Make appropriate judgements and decisions over issues of confidentiality, the needs of pupils with SEN and when to consult others (internally and externally).
- Organise a timetable of LSA deployment to support pupils in class
- Attend SENCO Network meetings both within the Trust and externally

SENCO Person Specification

| ESSENTIAL | |
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| <i>Selection criteria (no priority order)</i> | Method of Assessment |
| Qualified teacher status | Application |
| In possession of a Hons Degree or equivalent | Application |
| Committed to the highest standards for child protection and safeguarding | Application/reference/interview |
| Commitment to developing high quality teaching and learning | Application/reference/interview |
| Commitment to the highest standards of student achievement | Application/reference/interview |
| Ability to lead change and to judge when there is need for change | Application/reference/interview |
| Proven excellence as a classroom teacher and middle leader | Application/reference/interview |
| Ability to work under pressure and prioritise effectively | Application/reference/interview |
| Ability to work as part of a high performing and effective team | Application/ reference/interview |

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| High order interpersonal and communication skills and ability to relate to a wide cross section of people | Application/reference/interview |
| Has achieved or is close to achieving SENCO accreditation. | Application/reference/interview |
| Evidence of commitment to your own professional development | Application/interview |
| Good presentation skills | Application/interview |
| ICT literate | Application/interview |
| Personal impact and presence | Reference/interview |
| A sense of humour and a positive outlook | Reference/interview |
| Good health and attendance record | Reference |
| Sufficient pastoral experience / safeguarding knowledge. | Application/interview |

| DESIRABLE | |
|---|-----------------------|
| Higher degree/professional qualification | Application |
| Evidence of further professional study | Application |
| Minimum of two years as a middle leader within secondary age range | Application/reference |
| Some experience dealing with aspects of a safeguarding nature. | Application |
| Some experience delivering staff inset both within and beyond the school setting. | Application/interview |