



# St Chad's Catholic Primary School

## Job description: Special Educational Needs Co-ordinator (SENCO)

St Chads Catholic Primary School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

### Job details

**Job title:** Special educational needs co-ordinator (SENCO)

**Salary:** Main/Upper Pay scale plus SEN TLR - dependent experience and qualifications

**Hours:** 2 or 3 days per week

**Contract type:** part-time and permanent

**Reporting to:** Head Teacher and Deputy Head Teacher

**Responsible for:** Teaching Assistants working with pupils with SEN or disability.

### Main purpose

The SENCO, under the direction of the head teacher, will:

- Determine the strategic development of special educational needs and disability (SEND) policy and provision in the school

- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN 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 and 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 of provision

- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability

- Make sure the SEND 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 SEND 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 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 or a disability

Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

## **Support for pupils with SEN or a disability**

Identify a pupil's SEND

Work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans

Support Teachers to develop schemes of work and learning programs for pupils with SEND

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 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

Organize and support appropriate intervention for SEND pupils

## **Leadership and management**

Work with the head teacher 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 SEND policy

Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability

Lead and manage teachers, teaching assistants and support staff to improve pupil progress and attainment

Lead staff appraisals and produce appraisal reports

Review staff performance on an ongoing basis

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Head Teacher.

## Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>Qualified teacher status</li> <li>National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment</li> <li>Degree</li> <li>Evidence of appropriate professional development for the role of SENCO</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Teaching experience- minimum of 5 years' experience</li> <li>Experience of working at a whole-school level</li> <li>Involvement in self-evaluation and development planning</li> <li>Experience of conducting training/leading INSET</li> <li>Experience of managing staff and performance management</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>Sound knowledge of the SEND Code of Practice</li> <li>Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>Ability to plan and evaluate interventions</li> <li>Data analysis skills and the ability to use data to inform provision planning</li> <li>Effective communication and interpersonal skills</li> <li>Ability to build effective working relationships</li> <li>Ability to influence and negotiate</li> <li>Good record-keeping skills</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</li> <li>Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>Ability to work under pressure and prioritise effectively</li> <li>Commitment to maintaining confidentiality at all times</li> <li>Commitment to safeguarding and equality</li> </ul>