



**CHRISTUS CATHOLIC TRUST**  
**ST THOMAS OF CANTERBURY CATHOLIC PRIMARY SCHOOL, GRAYS, ESSEX**

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**JOB DESCRIPTION – SENCO**

**AIMS OF THE SCHOOL:** St Thomas of Canterbury Catholic Primary School is a popular school founded in 1886, boasting an excellent local reputation with facilities that provide an engaging working and learning environment. Our children are always expected to do their best and aim for excellence. St Thomas' is a 3 form entry school, located on an attractive site, catering for around 630 pupils from a community that embraces diversity.

**Responsible to:** The SENCO is an employee of the Christus Catholic Trust Board and is required to carry out professional duties as detailed in this job description, and in Canon Law, the Trust Deed and Instrument of Government for the school (Articles of Association and Memorandum of Understanding for academies).

**Introduction**

- This appointment is with the Trustees of the Christus Catholic Trust Board under the terms of the Catholic Education Service contract signed with the governors/trust as employers. The Trustees aim to appoint a practising Catholic who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of life in the school.
- The appointment is subject to the current conditions of service for Teachers contained in the School Teachers' Pay and Conditions Document and other current education and employment legislation.
- This job description may be amended at any time, following consultation between the headteacher and the SENCO and will be reviewed annually.

<b>Job Title</b>	<b>SENCO</b>
<b>Salary/Grade</b>	Main Scale/Upper Pay Spine plus SEN allowance
<b>Reports to</b>	Headteacher/SLT
<b>Liaison</b>	Teaching staff, support staff, Headteacher, pupils.
<b>Job Purpose</b>	To be responsible for the strategic leadership and management of SEN pupils and staff. Be part of the SLT Team.

## Duties and responsibilities

### General duties

- 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/carers of pupils with SEND.
- Liaise with teachers and support staff to improve student progress and attainment.
- Liaise with outside agencies, other schools/early years provisions, 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
- Have clear rules and routines for behaviour in classrooms in accordance with the school behaviour policy
- Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about their options, and that a smooth transition is planned.
- Work with the Headteacher, SLT 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.
- Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.
- Arrange and attend review meetings and paperwork

- 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.
- Work with teachers to set challenging targets for raising achievement amongst pupils with SEND.
- Have a sound knowledge of how relevant legislation, including the 'SEND Code of Practice.
- Prepare and 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.
- 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 SEND staff
- 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 leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders.

#### **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach

#### **Health, safety and discipline**

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

#### **Professional development**

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching
- Where appropriate, take part in the appraisal and professional development of others

**Communication**

- Communicate effectively with pupils, parents and carers

**Working with colleagues and other relevant professionals**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

**Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

**Other areas of responsibility**

- 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.

The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

## **PERSON SPECIFICATION**

Category	Essential	Desirable
Qualifications/ Professional Development	<ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• Ability to identify own learning needs and to support others in identifying their learning needs.</li> <li>• SENCO qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Successful teaching experience demonstrating excellence in teaching and learning.</li> <li>• Curriculum leadership in one or more core or foundation subjects, leading to school improvement.</li> <li>• Experience of SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching across the primary phase.</li> <li>• Experience of Catholic schools</li> </ul>
Strategic Leadership	<ul style="list-style-type: none"> <li>• Ability to articulate and share a vision of primary education within the context of the school's vision statement.</li> <li>• Understanding of the spiritual, social and cultural development within a church school community.</li> <li>• Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school.</li> <li>• An ability to manage change and monitor and evaluate its impact.</li> <li>• An ability to accept delegated authority and delegate, where appropriate.</li> <li>• Understanding of and commitment to promoting and safeguarding the welfare of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of having successfully translated vision into reality at whole school level.</li> <li>• Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement.</li> <li>• Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these.</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>• Exceptional classroom teacher</li> <li>• Secure understanding of the requirements of the National Curriculum</li> <li>• Secure understanding of the requirements of the SEND code of practice.</li> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils.</li> <li>• A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning.</li> <li>• Secure knowledge of statutory requirements relating to the curriculum and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management.</li> <li>• Experience of effective monitoring and evaluation of teaching and learning.</li> </ul>

	<ul style="list-style-type: none"> <li>● Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management.</li> </ul>	
Leading and Managing Staff	<ul style="list-style-type: none"> <li>● Experience of supporting the professional development of colleagues.</li> <li>● Experience of working with staff teams.</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to delegate work and support colleagues in undertaking responsibilities.</li> <li>● Experience of working with and leading staff teams.</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>● Experience of offering challenge and support to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of presenting reports to governors.</li> <li>● Leading sessions to inform parents.</li> <li>● Secure understanding of current practice in performance management, including capability.</li> <li>● Experience of effective whole school self-evaluation strategies.</li> </ul>
Skills, Qualities and Abilities	<ul style="list-style-type: none"> <li>● High quality teaching skills.</li> <li>● High expectations of pupils' learning and attainment.</li> <li>● Strong commitment to school improvement and raising achievement for all.</li> <li>● Ability to build and maintain good relationships.</li> <li>● Ability to remain positive and enthusiastic when working under pressure.</li> <li>● Ability to organise work, prioritise tasks, make decisions and manage time effectively.</li> <li>● Good communication skills.</li> <li>● Good interpersonal skills.</li> <li>● Effective ICT skills.</li> <li>● Full commitment to the aims and ethos of a Catholic school</li> </ul>	