



## *The* **Hawthorns** Primary School

# **Special Educational Needs Co-ordinator (SENCO)**

## **Job Description**

The Hawthorns 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**

**Salary:** MPR/UPR plus SEN Allowance

**Contract type:** Full-time, Permanent

**Reporting to:** Headteacher

### **Main purpose**

The SENCO, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance in the areas of SEND and Inclusion to colleagues, working closely with staff, parents and other agencies, in order to secure high quality, effective teaching and the effective use of resources to bring about improved standards of achievement for **all** pupils
- Ensure that any pupil identified as a cause for concern, including those with behavioural problems, receive appropriate support in line with the current Code of Practice
- Be an active member of the Senior Leadership Team, promoting a positive and inclusive ethos, contributing to school improvement, organisation and policy

The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

The SENCO will need to cover classes when required.

While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

## **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 SEN policy is put into practice and its objectives are reflected in the School Improvement Plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Keep all staff up-to-date on inclusion matters
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching through analysis and assessment of pupils' needs by monitoring the quality of teaching and standards of pupils' achievement and by setting targets for improvement
- Analyse and interpret relevant national, local and school data plus research and inspection evidence to inform the SEND policy, practices, expectations, targets and teaching methods
- To support parents with understanding and dealing with their children's needs and behaviours, providing training and organising workshops as appropriate

### **Operation of the SEN policy and co-ordination of provision**

- Maintain an accurate SEND register and provision map
- Provide guidance and support to colleagues on understanding learning needs and 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 effectively with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies
- Be a key point of contact for, and coordinate the involvement of 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 SEN

- Use screening systems at the point of entry to identify, assess and review provision for pupils with SEND
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil – in an event where Alternative Provision is required, organise and manage the process
- Ensure records are maintained and kept up to date
- Review the Education, Health and Care Plan (EHCP) with parents or carers and the pupil
- Act as the main point of contact with parents/carers, dealing with any concerns and issues relating to inclusion
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Take on the responsibility for looked-after children (LAC) as the Designated LAC Teacher

### **Leadership and management**

- Work with the Headteacher 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
- Provide regular information to the Headteacher and Governing Body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision-making and policy review
- As a member of the Leadership Team contribute to meetings on the effectiveness of SEND provision and share information with the key stakeholders
- Contribute to the School Improvement Plan and whole-school policy
- Contribute effectively to the development of a positive and inclusive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes inclusion and good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Monitor and Review staff performance on an ongoing basis

### **Safeguarding**

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges
- Be a member of the school's safeguarding team, attending DSL training and network meetings

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

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively, in line with school policies to ensure a supportive and safe learning environment
- Support colleagues with behaviour management techniques for pupils with SEND and ensure that these are used appropriately

### **Professional development**

- Take part in the school's appraisal procedures, including self-review
- Take part in further training and development in order to improve own practice

### **Communication**

- Communicate effectively with pupils, parents/carers and stakeholders
- To provide verbal and written reports as necessary to parents, Governors and other agencies.

### **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

### **Management of staff and resources**

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers, support staff and students
- Ensure that resources are effectively maintained, catalogued and deployed, monitoring their effectiveness
- Manage the SEND/Inclusion budget

### **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.**

Please note that this job description 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 postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.



# Person Specification

CRITERIA	QUALITIES
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Degree</li> <li>• National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment</li> <li>• Designated Safeguarding Lead, or be willing to complete the training</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful primary teaching experience (at least five years)</li> <li>• Experience of working at a whole-school level (leading nurture or inclusion)</li> <li>• Involvement in self-evaluation and development planning</li> <li>• Experience of conducting training/leading INSET</li> <li>• Experience of line managing staff</li> <li>• DSL or DDSL experience</li> </ul>
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Sound knowledge of the SEND Code of Practice and its application</li> <li>• Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>• A good understanding of how children learn</li> <li>• Ability to adapt teaching to meet pupils' needs</li> <li>• Ability to plan and evaluate interventions</li> <li>• Strategies to successfully support children with social, emotional, behavioural, physical and mental health needs</li> <li>• Knowledge of effective behaviour management strategies and a therapeutic approach</li> <li>• Knowledge of guidance and requirements around safeguarding children</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to build positive and effective working relationships with pupils, parents and colleagues</li> <li>• Ability to influence and negotiate</li> <li>• Good record-keeping skills</li> <li>• Data analysis skills and the ability to use data to inform provision planning</li> <li>• Highly organised and well-motivated; able to work independently or as part of a team</li> <li>• Good IT skills and a good understanding of the use of IT to support learning</li> <li>• Sound understanding of SEND funding</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>• A strong understanding of diversity and the unique place every individual has and the contribution they make to the learning community</li> <li>• High expectations of self and professional standards</li> <li>• A caring and positive attitude - sensitive to children's needs</li> <li>• Calm, patient and empathetic</li> <li>• Approachable and enjoy being highly visible to children and parents</li> <li>• Excellent time management and organisation skills</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>
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This job description may be amended at any time in consultation with the postholder.

**Headteacher/line manager's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Postholder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_