



Wanstead Church School



Special Educational Needs Co-Ordinator (SENCO)

Job Description

Job Title	Special Educational Needs Co-Ordinator (SENCO)
Grade	Current Pay Point plus TLR 2a
Reports to	Headteacher
Responsible for	Line managing allocated Learning Support Assistants
Job Details	• To fulfil the role of the SENCO • To fulfil the role of Designated Teacher for Looked After and Previously Looked After Children
Main Purpose	The SENCO, under the direction of the Headteacher, will: • Determine the strategic development of Special Educational Needs and Disabilities (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 • Fulfil the requirements of the role of the Designated Teacher for Looked After and Previously Looked After Children, including the appropriate training • Provide professional guidance to colleagues, working closely with staff, parents and other agencies The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.
Duties and Responsibilities	Strategic development of SEND policy and provision • Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision • Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND • Develop and implement the school's SEND policy and ensure that the objectives of this policy are reflected in the School Development Plan • Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice • Evaluate whether funding is being used effectively, and propose 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 SEND, and advise on the graduated approach to SEND 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, including the local authority • Analyse assessment data for pupils with SEND



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- Implement and oversee intervention initiatives based on educational research and evidence for pupils with SEND, and evaluate their effectiveness

Support for pupils with SEND

- Identify a pupil's 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 Education, Health and Care Plans (EHCPs) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, 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

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 Body is required to publish
- Contribute to the School Development 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 SEND
- Lead and manage teaching assistants working with pupils with SEND
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Designated Teacher for Looked After and Previously Looked After Children

- Undertake training appropriate to the role
- Prepare for and attend relevant meetings, liaising with all relevant agencies and overseeing the provision for individual children
- Lead staff INSET on LAC and previously LAC children and the needs and barriers faced by these children to ensure best practice in providing for the children on roll

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 postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.



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Person Specification

Qualifications and training	• Qualified teacher status • National Award for SEN Co-ordination or SENCO National Professional Qualification (NPQ) or a willingness to complete the NPQ within 3 years of appointment • Degree
Experience	• A minimum of 2 years teaching experience • A proven track record of consistently highly effective classroom practice • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Experience of line managing staff • Evidence of continuing professional development
Skills and knowledge	• Secure knowledge of the SEND Code of Practice • Secure understanding of what makes “quality first teaching”, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills, and the ability to use data to inform provision planning • Effective communication and interpersonal skills, including strong spoken and written skills • Ability to build effective working relationships • Ability to influence and negotiate • Ability to inspire and motivate others • Meticulous record-keeping skills • Strong organisational skills including the ability to consistently meet deadlines • Knowledge and understanding of current theory and best practice in learning and teaching, including evidence-based research • A sympathetic understanding of the Christian values of the school
Personal qualities	• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school to ensure every child has the opportunity to shine • Commitment to equal opportunities and securing excellent outcomes for pupils with SEND and disadvantaged pupils • Ability to work efficiently under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Commitment to consistently promoting the school in a positive light to all agencies and families • A positive and cheerful attitude and approach, particularly to challenges • An eye for detail and relentlessly high expectations of self and others