



Job Title: SENCO
Grade: Qualified Teacher Pay Scale
Allowances: TLR2B

The success of the Bridgwater and Taunton College Trust will be underpinned by two fundamental beliefs:

Students come first: First and foremost, the purpose of the Trust is to enable students to achieve their potential, and it is this principle that drives how we make decisions and how we act. It is expected that anyone who joins or forms part of the Trust shares this philosophy.

We are team players: Whilst every colleague has a specific role to fulfil, we expect all staff to communicate with compassion, treat others with positive regard, collaborate and behave with professionalism. In our colleagues we seek energy, passion, initiative and cooperation, as well as acting in a way that promotes a positive image of the Trust in the wider community.

Our values

We are ambitious, collaborative and inclusive.

We believe that every role contributes to our students achieving. We are a values driven organisation and strongly feel a shared sense of purpose. We behave in a way that puts our students at the forefront of our actions and decisions making, we champion equality of opportunity and respect our colleagues, our students and our community. We believe passionately that all individuals are entitled to learn and should be encouraged to do so.

Core Purpose

Under the direction of the Headteacher and Head of Inclusion, the SENCO leads the strategic development and day-to-day delivery of SEND provision across the academy, coordinating support for pupils with additional needs and providing professional guidance to staff while working in partnership with parents and external agencies.

Main Responsibilities

The responsibilities of this role could vary as a result of new legislation, changes in technology or policy changes. This job description is not an exhaustive list of tasks of the role.

Strategic development of SEN policy and provision

- Have a strategic overview of outcomes for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision using the Assess – Plan – Do – Review approach.
- Contribute to academy self-evaluation and academy development plan, particularly with respect to provision for pupils with SEN or a disability.
- Contribute to the wider SEN team developments across the Trust.
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement 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.
- To attend academy leadership team meetings when appropriate.

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map.
- Produce, evaluate and review Pupil Passports for all children on the SEN register.
- Provide guidance to colleagues on teaching pupils with SEN or a disability and advise on the graduated approach and quality teaching approaches for 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 and update the SEN Information Report as required.
- Work with parents/carers, 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.
- Analyse assessment data for pupils with SEN or a disability.
- Implement and lead intervention groups for pupils with SEN and evaluate their effectiveness.

- Attend Parents Evenings to provide parents/carers with an opportunity to discuss their son or daughter's needs.

Support for pupils with SEN or a disability

- Identify a pupil's SEN through assessments in all four areas of SEND need.
- Co-ordinate provision that meets the pupil's needs and monitor its effectiveness.
- Secure relevant services for the pupil.
- Submit applications for EHCPs for identified pupils with significant SEN needs.
- Ensure records are maintained and kept up to date.
- Review the education, health and care plan with parents or carers and the pupil and staff.
- 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 pupils' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the academy.

Leadership and management

- Work with the Headteacher, Head of Inclusion and governors to ensure the academy meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Attend Pupil Progress meetings to track and monitor pupil progress and offer relevant advice and support for individual pupils identified as causing a concern.
- Prepare and review information the governing board is required to publish.
- Contribute to the academy development plan and whole-school policy.
- Identify training needs for staff and how to meet these needs.
- Promote a creative and collaborative working environment within the SEN team and across the school.
- Create, maintain and enhance effective relationships.
- Lead INSET for staff in areas identified as a priority for SEN.
- Share procedural information, such as the school's SEN policy.
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage learning support assistants (LSAs) and higher-level teaching assistants (HLTAs) working with pupils with SEN or a disability.
- Lead and support performance management for the LSA and HLTA team.
- Review staff performance on an ongoing basis.
- Teach and plan work for groups allocated on the timetable.

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/deputy headteacher.

Other Duties

- Attend mandatory training courses, e.g., Child Protection, Equal Opportunities and Health and Safety related courses
- Promote and celebrate an approach of equality, diversity and inclusion for all colleagues, students and external stakeholders.
- Responsible for the health and safety of themselves and others
- Responsible for the safeguarding of and promotion of wellbeing for both children and colleagues
- Be a team player and contribute towards the vision, culture and ethos of the Trust
- From time to time, you may be required to carry out other duties commensurate with the role.



Person Specification

Area to be assessed	Essential criteria	Desirable criteria
Safeguarding	Must be able to demonstrate a commitment to the safeguarding and well-being of children and young people.	
Qualifications/Experience	<p>Qualified teacher status</p> <p>National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment</p> <p>Degree</p> <p>Teaching experience in either primary, secondary, or special context</p> <p>Experience of working at a whole-school level</p> <p>Involvement in self-evaluation and development planning</p> <p>Experience of conducting training/leading INSET</p> <p>Experience of leading a team.</p>	Senior leadership/management experience
Knowledge/Skills	<p>Sound knowledge of the SEND Code of Practice and the four primary area of needs.</p> <p>Understanding of 'quality first' teaching approaches and of effective intervention strategies</p> <p>Ability to plan and evaluate interventions</p> <p>Data analysis skills, and the ability to use data to inform provision planning</p> <p>Effective communication and interpersonal skills</p>	



	<p>Ability to build effective working relationships</p> <p>Ability to influence and negotiate</p> <p>Good record-keeping skills</p> <p>Commitment to getting the best outcomes for students and promoting the ethos and values of the school</p> <p>Commitment to equal opportunities and securing good outcomes for students with SEN or a disability</p> <p>Ability to work under pressure and prioritise effectively</p> <p>Commitment to maintaining confidentiality at all times Commitment to safeguarding and equality</p>	
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