

**Job Title: SENCO**

**Hours: Full time**

### **Job Purpose**

The key task of the SENCO is to ensure the Special Educational Needs (SEND) provision is both efficiently and effectively managed. The range of responsibilities delegated to the SENCO with regard to provision and coordination is outlined below. It is expected that all legal and statutory requirements are met for students with SEND via the SENCO.

Working with the Head, the SENCO has the following responsibilities:-

The SENCO, with the support of the Senior Leadership Team, takes responsibility for the day-to-day operation of provision made by the school for pupils with SEND and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

### **MAIN ACTIVITIES**

1. Strategic direction and development of SEND provision
2. Teaching and Learning
3. Leading and Managing Staff
4. Recording and Assessment
5. Efficient and effective deployment of staff and resources

### **Strategic direction of SEND provision**

- Ensure effective systems of communication, including feedback about pupils' learning to inform future planning
- Monitoring the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring the systems are co-ordinated, evaluated and regularly reviewed
- Ensure the objectives of the SEND policy are reflected in the school improvement plan. Liaise with and co-ordinate the contribution of external agencies
- Up-to-date knowledge of National and local initiatives which may impact upon policy and practice

### **Teaching and Learning**

- Influencing the whole Teaching and Learning Policy to promote aspects of inclusive teaching
- Leading INSET regularly and where appropriate this may include chairing and being part of working parties
- Providing opportunities for observation of colleagues / visits to other school in order to share good practice
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum
- Overseeing and monitoring the quality of support plans and maintain detailed information for subsequent meetings with parents
- Develop systems for colleagues to record and monitor progress made by pupils with SEND towards the achievement of targets set out in support plans
- Review support plans termly with parents, students and teachers, and agree and communicate new targets

- Supporting the Head in meeting statutory responsibilities for SEND EHCP and their Annual Review
- Lead the Annual Review meetings for EHCP students
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND
- Developing, implementing and leading intervention groups to support SEND pupils

### **Leadership and Management**

- To promote an atmosphere of continuing professional development and to share good practice with colleagues
- To contribute to the schools' development plan
- To support the professional development of all staff, including newly qualified teachers, teacher trainees and learning support staff
- Encourage all staff to recognise and fulfil their statutory responsibilities
- Identify the training needs of staff and organise/coordinate INSET to be delivered by other professionals
- Disseminate procedural information such as recommendations of the code of practice or the school's own SEND policy
- Ensure the establishment of opportunities for SEND teaching assistants to review the needs, progress and targets of pupils with learning difficulties
- Provide regular information to the Head, SLT and Governing Body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision making and policy review.

### **Recording and Assessment**

- Develop pro-formas for essential repetitive paperwork in order to create an administrative infrastructure as part of an effective communication system
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice
- Set targets for raising achievement among pupils with SEND
- Collect and interpret specialist assessment data
- Maintain systems for identifying, assessing and reviewing SEND
- Attend consultation evenings and keep parents informed about their child's progress

### **Efficient and Effective Deployment of Resources**

- Provide advice to Headteacher/SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND
- Organise and coordinate the work of colleagues to ensure appropriate deployment of SEND learning resources, including IT
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school

### **Ethos and Culture**

- To provide leadership in promoting an ethos and culture within the school that supports the SEND policy
- To facilitate, within the whole school, behaviours that support and contribute towards the values of the school
- To develop strong links with governors, staff, outside professionals and other schools

### **Upper Pay Range Accountabilities**

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
- Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.

### **Additional Accountabilities for the Upper Pay Range**

In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the Upper Pay Range are required to ensure that they:

- Play a critical role in the life of the school.
- Provide a role model for teaching and learning.
- Make a distinctive contribution to the raising of pupil standards.
- Contribute effectively to the work of the wider team.
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

### **Other SEND Leadership Accountabilities:**

- To assist the Head teacher with the management and organisation of the school in relation to SEND, seeking to achieve the highest standards of pupil achievement and school efficiency.
- Support the vision, ethos and policies of the school and promote high levels of pupil achievement throughout the school. Actively support the Head teacher, Governors and staff in the promotion and achievement of the aims and objectives of the school.
- Support all staff in achieving the priorities and targets the school sets and monitor the progress towards meeting them.
- Support the Head teacher in implementing new DfE or FAoS directives; helping to ensure that staff are fully informed and supported in making the necessary changes to their practice.
- Organise, monitor and evaluate the range of SEND teaching and intervention strategies employed throughout the school ensuring that resources are targeted correctly towards those pupils requiring additional support in literacy and numeracy
- In partnership with the Head teacher monitor the quality of teaching and children's achievements across the school, including the analysis of performance data
- Act as role model for others through the setting of high personal standards of classroom practice in order to develop a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement, behaviour and discipline.
- Coaching and mentoring teachers to improve the quality of teaching for pupils with SEND.
- Be involved in the implementation of the Appraisal process for colleagues supporting SEND pupils.

- In partnership with the Head teacher organise, monitor and evaluate the work of those members of the support team responsible for implementing intervention strategies.
- Assist the Head teacher in maintaining and developing a positive and constructive partnership with parents and the local community.

### **Working Time / Review**

This job description sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties, but does not direct the particular amount of time to be spent carrying them out. There are not definitive working time arrangements in the national conditions of employment. This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.