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| **Job Title:**  SENCO |
| **Reporting to:**  Headteacher |
| **Location:**  School based |
| **Workstyle:** Workplace based  |
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| **Overall Purpose of the Post:** 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 to colleagues, working closely with staff, parents and other agencies

The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD |

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| **Requirements for the post.** |
|  | **Essential** | **Desirable** |
| **Qualifications/ Training** | Qualified Teacher Status (QTS) | Postgraduate qualification in SEND or related fieldMakaton / PECS / other relevant specialist trainingSENDCo Qualification (NASENCo or NPQSENCO) or commitment to achieve within 3 years of appointmentMental Health First Aid / Trauma-Informed Practice trainingReact UK or equivalent positive handling trainingEvidence of ongoing CPD relevant to SEND(Deputy) Designated Safeguarding Lead training |
| **Knowledge** | Understanding of inclusive classroom practice and adaptive teaching strategiesAwareness of safeguarding procedures and statutory responsibilities | Understanding of Catholic education and how SEND provision aligns with Gospel valuesSecure understanding of the SEND Code of Practice and current educational legislationKnowledge of a wide range of SEN and evidence-based interventions |
| **Experience** | Experience of working effectively with pupils with a range of SENDExperience of working with parents/carers and external professionals | Experience of working as a SENDCo or in a similar leadership roleExperience of delivering staff training or coaching colleagues in SEND and inclusive practiceExperience of leading or coordinating SEND provision at class, phase, or whole-school levelExperience of contributing to multi-agency meetings and writing SEND support plans |
| **Physical Skills** | Sufficient physical and emotional resilience to manage a varied and demanding workloadAbility to move safely and independently around the school site | * Ability to model safe physical support strategies if relevant (e.g. for pupils with mobility needs or emotional dysregulation)
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| **Competencies and other skills required** | Strong interpersonal skills and emotional intelligenceExcellent written and verbal communicationHigh levels of organisation and administrative accuracyAbility to lead with empathy, clarity and integrityAbility to inspire and motivate othersCommitment to safeguarding and promoting the welfare of childrenTenacity and confidence in securing the right provision, resources, and funding to meet pupils' needs, including through EHCP processes | Confidence using SEND tracking tools, including Edukey Provision Map and MIS platformsCommitment to the wider life and mission of the school community |

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| **Key Outcomes/ Activities****Teaching and learning*** Identify and adopt the most effective teaching approaches for pupils with SEN, including the use of adaptive teaching strategies and evidence-informed interventions
* Monitor teaching and learning activities to meet the needs of pupils with SEN, ensuring high-quality, inclusive classroom practice
* Identify and teach study skills that will develop pupils' ability to work independently
* Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN, including the coordination of robust transition plans

**Recording and assessment*** Set targets for raising achievement among pupils with SEN, in collaboration with class teachers, parents, and external professionals
* Collect and interpret specialist assessment data
* Set up systems for identifying, assessing and reviewing SEN, in line with the SEND Code of Practice and graduated response (Assess, Plan, Do, Review)
* Update the head teacher and governing body on the effectiveness of provision for pupils with SEN
* Develop understanding of learning needs and the importance of raising achievement among pupils, ensuring high aspirations and equity of opportunity
* Attend consultation evenings and keep parents informed about their child's progress, providing regular, meaningful updates and encouraging co-production with families

**Leadership*** Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN
* Provide training opportunities for learning support assistants and other teachers to learn about SEN, differentiation, and inclusive practice
* Disseminate good practice in SEN across the school
* Identify resources needed to meet the needs of pupils with SEN and advise the head teacher of priorities for expenditure
* Coordinate the work of external agencies (e.g. Educational Psychologists, SALTs, CAMHS), ensuring timely referrals and effective use of reports
* Act as Designated Teacher for Looked-After Children with SEN, if applicable

**Standards and quality assurance*** Set a good example in terms of dress, punctuality and attendance/ code of conduct
* Attend and participate in open evenings
* Uphold the school's behaviour code and uniform regulations
* Participate in staff training
* Attend team and staff meetings
* Develop links with governors, the local authority and neighbouring schools
* Contribute to the school’s self-evaluation and development planning, especially in relation to SEND and inclusion
* Ensure compliance with statutory duties, including the Equality Act 2010, Children and Families Act 2014, and SEND Code of Practice 2015

**Other duties and responsibilities:**Perform other duties as the head teacher may from time to time reasonably require. The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the head teacher, following consultation with the post-holder, to reflect or anticipate changes in the role, commensurate with the salary and job title. |

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| **Responsibility for Resources** |
| **Employees (Supervision):**None. |
| **Financial:** Funding and resources.  |
| **Physical:**Use of equipment and resources, any defects to be reported to premises staff.  |
| **Customers and Clients:**To be responsible for the learning of the children and young people and to ensure their health, safety and wellbeing. To be responsible for day-to-day operation of the SEN co-ordination and the strategic development of the provision.Work closely with parents/carers and outside agencies. |
| **Working Conditions:**  |
| The post involves contact with people which through their circumstances or behaviour occasionally places emotional demands on the post holder.The post holder may be subject to some exposure to disagreeable or unpleasant people related behaviour.The nature of the post may involve periodic requirements for considerable effort, e.g. lifting or carrying of children. |

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| **Characteristics of the post:**We are seeking a compassionate, knowledgeable and resilient professional with a deep commitment to inclusive education. The successful candidate will be a strong advocate for pupils with special educational needs, passionate about enabling every child to flourish academically and socially. They will bring warmth, integrity and emotional intelligence to their leadership, building strong relationships with staff, families and external professionals. With a thorough understanding of the SEND Code of Practice and a solution-focused mindset, they will skilfully balance strategic oversight with hands-on support. They will also bring the tenacity and determination required to secure the right provision and funding for pupils, championing their needs through collaborative, courageous and evidence-based practice. They will build strong relationships with staff, families and external professionals. Above all, they will share our belief that every child is a unique and precious individual, deserving of dignity, ambition and the very best opportunities to thrive.Employees are actively encouraged and expected to participate in relevant training and professional development activities to enhance their skills, knowledge, and understanding, both in relation to their role and the wider priorities of the school.This post is subject to the following pre-employment and safeguarding checks, in accordance with statutory requirements and safer recruitment practices:* Evidence of the right to work in the UK
* Verification of essential qualifications (as listed on this job specification)
* Two satisfactory and verified references, including one from the current or most recent employer
* Confirmation of medical fitness to work, in line with DfE guidance
* Registration with relevant professional bodies, where applicable (e.g. teaching registration, if required)
* Enhanced Disclosure and Barring Service (DBS) check, including a check against the Children’s Barred List
* Verification of identity and address
* A satisfactory safeguarding declaration
* Overseas checks (if the applicant has lived or worked abroad in the last 5 years), in accordance with Keeping Children Safe in Education (KCSIE)

**Please note**: This role involves regular contact with children and young people and is therefore exempt from the Rehabilitation of Offenders Act 1974. All convictions, cautions or bind-overs, including those regarded as 'spent', must be declared at the time of application. |
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