

# Hatfeild Primary School

## SENDCo

### Job Description



Hatfeild 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

**Job title:** Special Educational Needs Co-ordinator (SENCO) for the mainstream part of the school.

**Salary:** Main Scale – UP3 + SEN 1 Allowance (£2787) pay will be determined by experience.

**Hours:** 0.6 – days to be negotiated

**Contract type:** Part Time - Permanent

**Reporting to:** Head of School/Executive Headteacher

**Responsible for:** SEND Provision across the mainstream school.

### Main purpose

The SENCO, under the direction of the Head of School/Executive 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 SEND 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 carers, and other agencies
- The SENCO will be expected to fulfil the responsibilities of a mainscale/UPS3 teacher, as set out in the STPCD.

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 SEND 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
- Understand the OFSTED Inclusion Framework and how this is implemented throughout the school.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
  - Make sure the SEND policy is put into practice, and its objectives are reflected in the school improvement plan (SIP)
  - Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
  - Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
  - Work with in collaboration with the Executive Head Teacher/Head of School and the ARP Lead in order to provide high quality provision for SEND pupils across the school.
  - Analyse data effectively to identify patterns, evaluate the impact of interventions and use this information to develop the school's strategic plan for SEND.

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

- Maintain an accurate SEND register and provision map
- Conducting annual reviews and ensuring compliance with statutory requirements.
- Apply for and co-ordinate Educational Health and Care Needs assessments and Education Health and Care Plans.
- Advise colleagues on the graduated approach (assess plan, do, review) and provide practical strategies for quality first teaching and adaptations
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Co-ordinate and manage a team of teaching assistants in order to provide the best pupil outcomes
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, speak and language therapists, CAMHS, health and social care professionals and other external agencies and complete relevant referrals when needed.
- Be a key point of contact for external agencies, especially the local authority (LA)
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness
- Maintain an accurate and up to date SEND register, ensuring school support plans are robust and are reviewed regularly.
- Support the school's commitment to being an inclusive environment where all pupils can access a broad and balanced curriculum

## **Support for pupils with SEN or a disability**

- Identify a pupil's SEND needs
- 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 the education, health and care (EHC) plan with parents/carers and the pupil
- Build strong, empathetic and collaborative relationships with parents and carers, ensuring that they are central to decision making regarding their child's support
- Ensure smooth transitions for pupils entering early years, moving between year groups, transitioning to secondary school and in year admissions
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability

## **Leadership and management**

- Play an active role within the senior leadership team (SLT), by working alongside the Head of School/Executive 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
- Contribute to the SIP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Share procedural information, such as the school's SEND policy
- Lead inset days for staff
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability

## **Safeguarding**

- Undertake DSL duties and be an active part of the schools safeguarding team.
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

## **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 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 Head of School/Executive Headteacher