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| <b>JOB TITLE:</b>     | <b>SENCO</b>  |
| <b>GRADE:</b>         | MPS + CAT SEN Allowance 1-4   |
| <b>REPORTS TO:</b>    | Headteacher   |
| <b>SUPERVISES:</b>    | Family Support Worker, LSA's  |
| <b>RELATIONSHIPS:</b> | Class Teacher, Headteacher, School Staff, Pupils and Parents, School Governors, LA Personnel, Visitors, Health Visitor, Social Care |

## JOB PURPOSE

To aid in the teaching and learning of pupils with SEN or disabilities.

- Identifying children with SEN, identifying and co-ordinating provisions that meet those needs
- Developing and overseeing the school's SEN strategy
- Designing and delivering interventions to reduce the attainment gap, monitoring the effectiveness of any SEN provision for pupils
- Assessing and monitoring the progress of pupils with SEN
- Liaising alongside headteachers, class teachers and parents to support individual learning plans
- Providing support for teachers/learning support assistants in developing effective teaching programmes and behavioural management techniques
- Promoting the inclusion of pupils with SEN within the school

## PRINCIPAL ACCOUNTABILITIES

*main duties are listed, others may be required at a similar level and nature*

### Key Leadership Expectations

- Ensure the highest standards of professional conduct and positive attitudes are modelled to staff, pupils and parents at all times.
- Demonstrate public loyalty to all senior team decisions and act with integrity, ensuring confidentiality at all times.
- Model an optimistic approach and challenge negative attitudes whenever you see/hear them in a constructive, assertive manner. Maintaining classroom resources and designated areas.
- Ensure that the Headteacher is well briefed about any events, incidents, issues or opinions that may affect the smooth running of the school.
- Promote high levels of confidence in the leadership of the school through the active marketing of its work to staff, parents, pupils and the wider community including the local authority and OFSTED.
- Set high expectations for pupil attainment and behaviour and challenge underperformance vigorously with staff, parents and pupils.
- Develop own leadership capability through reading, courses, seeking feedback plus other methods, as appropriate.

### Staff Professional Development

- Devise a whole staff annual training plan to ensure that all teaching support staff acquire the knowledge, skills and techniques to ensure that school improvement targets are met.
- Research and co-ordinate external development opportunities for teaching support staff, as appropriate; co-ordinate application process and monitor participation and impact. Report to Headteacher and Governors each term.
- Devise and co-ordinate in-house professional development programme for teaching assistants.
- Maintain efficient records of support staff participation in professional development opportunities and their evaluation of these opportunities.

### **Inclusion**

- Lead and monitor provision order to be aware of strengths and weaknesses, including multi-agency partnership working.
- Carry out a half-termly review of inclusion, identifying strengths and weaknesses in leadership and agree short term action plan to address weaknesses.
- Review lead teacher monitoring of standards & achievement for pupils with SEN and other vulnerable groups, each half-term and ensure interventions are evaluated based on impact on pupil progress.
- Act as critical liaison to class teachers to ensure efficient use of time and resources to secure good outcomes for vulnerable pupils
- Deploy and line manage TA support to maximise the impact on pupil progress.
- Carry out the duties of Child Protection Designated Teacher. To show commitment to the school's policies on safeguarding children
- Coordinate, monitor and evaluate provision for Looked After children and ensure all statutory responsibilities are met.

Any other reasonable responsibility delegated by the Headteacher.

### **Special Educational Needs and Disability (SEND)**

- Seek information about any child's individual needs from colleagues and parent/carers.
- Have familiarity with all relevant statements of SEND specific to the children or with whom you are working and conduct own research into the specific area of special needs to develop knowledge and understanding.
- Assist in the development, implementation, monitoring and feedback of individual development plans for pupils.
- Plan differentiated learning activities in collaboration with the class teacher to enable the pupil to access learning and make progress.
- Engage in regular communication with the class teacher and parent/ carers regarding progress and outcomes of support interventions.
- Keep accurate records based on outcome criteria and update regularly.
- Sensitively support the child, making sure what you do is suitable for his/her age, needs and abilities.
- Implement planned learning activities as agreed with the teacher, adjusting activities according to pupils' responses, needs and abilities as appropriate.
- Support to overcome barriers to learning and participation by making reasonable adjustments to promote inclusion and assist pupils as necessary.
- Implement strategies as suggested by outside professionals (i.e. educational psychologists, speech and language therapists, occupational therapists etc).
- Contribute to annual reviews and parent-teacher conferences.

- Attend to a pupils personal needs and implement related personal programmes, including social and medical needs, first aid, physical, and hygiene and welfare matters with appropriate training/support.

## **Pupil Welfare, promoting the mental and physical welfare of pupils**

### **Managing Pupil Behaviour**

- Assist in the management of pupils who are showing socially unacceptable or challenging behaviour under the direction of guidelines in operation at the school.
- Help to avoid pupil conflicts and assist pupils to sort out disagreements by talking and listening to each other.
- Ensure pupils play and work together positively and cooperatively, with positive behaviour.
- Supervise and monitor pupils in the playground. Encourage pupils to play games, initiate and join in and include others.
- Provide general and basic welfare support and first aid support to pupils.
- Respond to physical and emotional needs of pupils appropriately making reports in line with school policy.

### **General Pupil Welfare**

- Liaising with other professionals e.g. social workers, psychologists, health visitors, family resource workers etc. attending meetings as required. Working with professionals providing independent support to families to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Liaising with parents of pupils with SEN, including informing parents that their child might have SEN.
- Being a key point of contact for external agencies, including the LA and its support services
- Working with potential next providers of education to provide information to pupils and their parents about their options and to plan a smooth transition.
- Passing on any relevant information if a pupil transfers to another school
- Providing general and basic welfare support and first aid support to a pupil and in particular support for those with special educational needs
- Respond to physical and emotional needs of pupils appropriately making reports in line with school policy

### **Any other duties**

- Break and lunchtime duties
- Lead identified intervention groups for children to bridge gaps in their learning

## Person Specification – SENCO

| Criteria                                    | Essential   | Desirable   |
|---|---|---|
| 1. Qualifications                           | <ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Evidence of sustained, continuous professional development, preferably in more than one school</li> <li>• Willingness to undertake the SENCO Qualification</li> </ul>  | <ul style="list-style-type: none"> <li>• Successful completion of NCSL (or similar courses eg: Leading from the Middle, Leadership Pathways, NPQML, NPQSL)</li> <li>• Undertaken the SENCO qualification</li> <li>• Experience if undertaking action based research</li> <li>• Significant experience of working with Autism</li> </ul> |
| 2. Experience                               | <ul style="list-style-type: none"> <li>• Successful proven experience of leadership</li> <li>• Experience of leading and managing the creation and implementation of a strategic plan, identifying priorities and targets</li> <li>• A sound understanding of recent developments in educational practice, assessment, performance appraisal and OFSTED inspections</li> <li>• Experience of using school data to establish benchmarks, set targets and evaluate for improvement</li> </ul>   | <ul style="list-style-type: none"> <li>• Designated (or Deputy) Safeguarding Lead</li> <li>• Experience of working with Governors to support the strategic development of the school</li> </ul>   |
| 3. CPD                                      | <ul style="list-style-type: none"> <li>• Training which is relevant to the role of the SENCO</li> <li>• Committed to continuous professional development.</li> <li>• Positive response to feedback and proactive actions to improve</li> </ul>  |   |
| 4. Knowledge, Skills and Personal Qualities | <ul style="list-style-type: none"> <li>• An exemplary role model with a proven track record of developing others</li> <li>• Extensive experience of SEND and inclusion systems and processes</li> <li>• Ability to inspire, lead and motivate staff and pupils</li> <li>• Ability to build and lead an effective team and to hold people to account for their role within the team</li> <li>• Significant experience of effectively managing staff performance and supporting professional development</li> <li>• Experience of dealing significant number of whole school initiatives resulting in improved outcomes for all children</li> <li>• Ability to lead and manage change whilst sustaining the school's good practice</li> <li>• Ability to deploy resources effectively to achieve the priorities set out in the School Development Plan on time and within budget</li> <li>• Ability to deal with people and conflict sensitively and effectively</li> </ul> | <ul style="list-style-type: none"> <li>• Experience of working as a SENCO / Inclusion Leader</li> <li>• Experience of liaising effectively with a range of outside agencies</li> <li>• Experience and ability as a mentor and coach of others</li> <li>• Experience of school financial management guidelines</li> </ul>                |
| 5. Letter of Application                    | <ul style="list-style-type: none"> <li>• Succinctly presented philosophy of education and the SENCO's role within it.</li> </ul>  |   |

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|               | <ul style="list-style-type: none"><li>• Examples of how the person specification is met are included.</li></ul> |  |
| 6. References | <ul style="list-style-type: none"><li>• Two supportive educational references.</li></ul>                        |  |

