**Moulton Primary School**

**Special educational needs coordinator (SENCo) job description**

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| **Employment details** | |
| Job title | SenCo |
| Reports to | Deputy Headteacher/Inclusion Manager/ Headteacher |
| Hours of work | Full Time |
| Salary | £ depending on experience |
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| **General duties**   * Have overall responsibility for determining the strategic development of SEND policy and provision in the school. * Have day-to-day responsibility for the coordination of SEND provision to support individual pupils. * Where a looked after child has SEND, ensure effective communication with the relevant designated teacher. * Advise on the graduated approach to providing SEND support. * Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively. * Liaise with the parents of pupils with SEND. * Liaise with early years providers (where required), other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision. * Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted. * Liaise with potential next providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned. * Work with the SLT and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements. * Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date. * Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed. * Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively. * Have a sound knowledge of how relevant legislation, including the ‘SEND Code of Practice: 0 to 25 years’, impacts the school’s SEND provision. * Understand how the needs of pupils with SEND change as they get older. * Participate in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments to ensure pupils make progress. | |
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| **Teaching and learning**   * Liaise with the Deputy Headteacher/Inclusion Manager/Headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND. * Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff. * Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND. | |
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| **Leadership and management**   * Coordinate and support the full SEND team. * Support staff members to understand the needs of pupils with SEND. * Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary. * Provide professional guidance and training to staff to secure good quality teaching for pupils with SEND. * Guide staff in recognising and fulfilling their responsibilities to support pupils with SEND. * Contribute to the performance management process of any SEND teachers, learning support staff and TAs. * Act as a point of contact and offer advice to staff seeking to learn more about, or develop skills relating to, SEND. * Ensure the school’s SEND provision is inclusive at all levels. * Contribute to curriculum planning to ensure that it reflects the needs of pupils with SEND. * Help to cater for the needs of pupils with SEND by contributing to the effective deployment of learning support staff. * Contribute to the creation of an effective SIP which appropriately considers the needs of pupils with SEND. * Ensure that learning support staff are supervised effectively. | |
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| **Communication**   * Contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders. * Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility. * Talk to pupils with SEND and listen to their feedback, with a view to developing a more effective support system. * Develop and maintain effective relationships with parents, colleagues, the governing board and the local community. * Develop and maintain links with the LA advisory and support services. | |
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| **Recording and assessment**   * Ensure that the school’s administrative work for SEND is effectively completed. * Work with teachers to set challenging targets for raising achievement amongst pupils with SEND. | |

**SENCo person specification**

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| **Qualifications and training** | |
| **Essential** | **Desirable** |
| * Have a degree in a relevant subject. * Have QTS. * Have experience in teaching KS1 and KS2 for at least two years. * At least 12 months experience working as a school SENCO.   or   * A commitment to achieve a National Award in Special Educational Needs within three years of appointment if having less than 12 months experience. | * Relevant safeguarding and child protection training undertaken and a willingness to update training regularly. * Be a trained first aider. * Have achieved a National Award in Special Educational Needs Coordination. |
| **Knowledge, skills and experience** | |
| **Essential** | **Desirable** |
| * Experience of working with pupils with SEND, and pupils with emotional and behavioural difficulties. * Experience working alongside an SLT to develop the quality of the curriculum and learning activities. * Experience co-ordinating provision for children with SEND. * Sound knowledge of the SEND Code of Practice and its application. * Sound knowledge of the graduated approach to providing SEN support. * Experience of behaviour management techniques for groups and individuals with SEND. * A good understanding of the principles of school improvement. * Experience working effectively with colleagues to improve classroom practice. * Experience utilising and analysing effective assessment systems and recording and maintaining pupil records. | * Experience liaising with a range of people, agencies, and professionals including, the parents of pupils, the LA and other providers. * Demonstrate a greater understanding of how pupils with SEND develop. * Demonstrate a sound understanding of SEND funding on offer. * Experience in making reasonable adjustments and access arrangements for pupils with SEND. |
| **Personal traits** | |
| **The successful candidate will have** | |
| * A commitment to equal opportunities and empowering others. * Excellent communication skills, both written and verbal. * Excellent time management and organisation skills. * An ability to manage and prioritise a demanding workload, and that of others. * A flexible approach towards working practices. * The ability to work as both part of a team and independently. * An ability to work with pupils and their families in a sensitive and positive way. * An ability to establish and maintain professional working relationships. * High levels of drive, energy and integrity. * Demonstrable leadership qualities, e.g. assertiveness, confidence, resilience. * An ability to model good practice and engage in self-reflection. * A commitment to improve current skills and demonstrate a willingness to develop further. * A commitment to contributing to the wider school community. | |
| **Additional requirements** | |
| **The successful candidate will be** | |
| * Flexible, reliable, enthusiastic and patient. * Inspiring and influential. * Able to take control, lead and manage situations. * Consistent in modelling good practice and behaviour. | |