



Job Description & Person Specification – SENCO

Job title: SENCO

Salary: MPR plus SEN allowance

Reporting to: Headteacher

Key relationships: Assistant Headteachers and core Subject Leaders

Role Purpose

The SENCO, under the direction of the headteacher, will:

- Work with the Senior Leadership Team to develop the strategic development of practice to support children with special educational needs
- Work with agencies, leaders and class teachers to identify and prioritise the most important knowledge and skills that children need to secure in order to achieve the best possible outcomes
- Lead the accurate identification, prioritisation and implementation of reading needs
- Be responsible for overseeing the day-to-day implementation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance and support to colleagues, working closely with staff, parents and other agencies.
- Monitoring progress of pupils with SEND, and achievement, both academic and in identified areas of need e.g. speech and language, social communication
- Work with Senior Leaders to ensure that children with special educational needs access the full spectrum of school life

The SENCO will be expected to:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

Duties and responsibilities

Strategic

- Hold an overview of the profile of needs and the provision for pupils with SEN or a disability across the school.
- Support school self-evaluation and lead on objectively evaluating the quality of education for children with special educational needs.
- Make sure SEND practice and is developed with subject leaders to ensure that it is based on and fully congruent with quality first teaching practice within the school.
- 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 in line with intended purposes, and suggest changes to make the use of funding more effective including staff deployment.
- To promote enjoyment and powerful life experiences for pupils with SEN or a disability by ensuring access to the curriculum, facilities, the wider life of the school and extra-curricular activities.

Working with others

- To represent the school at relevant meetings to support effective provision for children and access to resources.
- To work with subject leaders and the senior leadership team to regularly review pupil progress.
- Ensure systems and processes for the early identification of SEND are understood and followed by all.

- Provide guidance and support to colleagues on teaching and supporting pupils with SEND, advising them on the graduated approach to SEND support.
- Identify training needs for staff and coordinate training to meet these needs, including training on INSET days.
- Lead the implementation of intervention groups for pupils with SEND, and evaluate their effectiveness against pupil outcomes.
- Work with Senior Leaders to plan the deployment of staff to most effectively meet identified needs.
- Alongside the school's Inclusion Lead (INCO) (where this model is used) work with, and be the key point of contact for, early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies.
- Secure relevant assessments for the pupils including Education, Health and Care Needs Assessments and Plans (EHCP), as and when appropriate.
- Chair review meetings of pupils with SEND, including annual reviews and EHCP related meetings
- Communicate regularly with parents or carers, providing updates as and when necessary.

Reading

- To lead colleague in identifying children who are not able to read at age appropriate level and work systematically to identify those who have special educational needs and those who have fallen behind and are underachieving.
- Plan appropriate provision, based on best on national best practice, to address decoding and fluency deficits, and language comprehension deficits.
- To secure the best possible outcomes for children with special educational needs in reading.

Management of systems

- Day to day leadership and implementation of the school's special education needs and disability (SEND) policy.
- Ensure that the principle of assess, plan, do, review is the central process for providing additional provision.
- Maintain accurate and up to date SEND registers and provision mapping.
- Ensure records are maintained and kept up to date and shared with all relevant parties in a timely manner.
- Track the progress of pupils with special educational needs and analyse data to inform teaching practice.
- Prepare and review information the governing board is required to publish e.g. SEN Information Report.

Safeguarding

- Work as part of the Designated Safeguarding Team.

Health, safety and discipline

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Professional development

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching
- Where appropriate, take part in the appraisal and professional development of others

Communication

- Communicate effectively with pupils, parents and carers

Working with colleagues and other relevant professionals

- Develop effective professional relationships with colleagues

- Act positively and add to the energy of the team

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

The teacher 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 teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification

Criteria	Qualities
Qualifications and experience	<ul style="list-style-type: none"> • Qualified teacher status • A relevant hours degree • Significant successful primary teaching experience • National award for SEN Coordination or the potential to achieve this within 12 months
Skills and knowledge	<ul style="list-style-type: none"> • Secure knowledge of the National Curriculum and relevant subject content knowledge • Secure knowledge and use of effective teaching and learning strategies particularly in reading • The ability to effectively match pedagogical approaches to the needs of children with SEND • Experience of working with children with SEMH, ASD and other complex SEND needs • Ability to build effective working relationships with pupils • Understanding of SEND procedures including statutory needs assessments (EHCPs) and top up applications and funding • Up-to-date knowledge of guidance and requirements around safeguarding children • Knowledge and the ability to use effective behaviour management strategies • Good ICT skills, particularly using ICT to manage work and analyses needs
Personal qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Compassion and respect for all members of the school community • High expectations for all children's attainment and progress • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Commitment to your own professional development and improvement

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date:

Next review date:

Headteacher/line manager's signature:

Date:

Postholder's signature:

Date:
