

Job Description

Temple Sutton Primary School



Job Title:	Special Educational Needs Coordinator (SENCo)
Pay scale:	MPS/UPS +TLR 2B
Location:	Temple Sutton Primary School
Responsible to:	Deputy Headteacher
Purpose:	<ul style="list-style-type: none"> ■ 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. ■ Ensure that all pupils, including those with SEND, receive their full educational entitlement and raise their achievement. ■ Work with SEND pupils, supporting them to work towards their individual targets on ISPs, statements and/or Education Health and Care Plans. ■ Maintain a strategic overview of SEN and inclusion throughout the school, including provision mapping for individuals and groups. ■ To safeguard and promote the welfare of all pupils and young people, and follow school policies and the staff code of conduct.
Job context:	This role involves working within the school's Inclusion Team.

Key areas of responsibility

Teaching & learning	<ul style="list-style-type: none"> ■ Work with colleagues to develop effective ways of bridging barriers to learning through the assess, plan, do, review cycle ■ Undertake day-to-day coordination of SEND provision through close liaison with pupils, parents, staff and other professionals. ■ Review the curriculum for SEND pupils regularly, to ensure that it remains up-to-date and that there are high and realistic expectations of SEND pupils. ■ Plan and implement strategies where improvement needs are identified. ■ Plan and teach well-structured, high-quality lessons to assigned classes, groups and individuals following the school's plans, curriculum and schemes of work. ■ Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making productive use of assessment. ■ Set high expectations for learning and behaviour which inspire, motivate and challenge pupils to achieve their best. ■ Demonstrate good subject and curriculum knowledge.. ■ Set and agree individual targets and timetables for children, including time spent in mainstream classes, ensuring the appropriate amount of inclusion to secure positive outcomes and the best life chances for SEND pupils.
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	<ul style="list-style-type: none"> ■ Remove barriers to learning by recognising the needs of individual pupils and develop flexible provision, supporting them to develop skills in relation to emotional regulation, social communication and managing sensory needs. ■ Ensure that pupils with SEND are sensitively supported to successfully transition between phases of their education. ■ Develop and support teaching and learning within the Autistic Resource Base and other provisions across the school.
Strategic	<ul style="list-style-type: none"> ■ Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision and create a positive ethos for pupils with SEND. ■ Work with others on curriculum development and raising pupil achievement to secure co-ordinated outcomes, specifically related to SEND pupils. ■ Provide professional guidance to staff to secure good teaching for SEND pupils. ■ Make a positive contribution to the wider life and ethos of the school.
Deployment of staff & resources	<ul style="list-style-type: none"> ■ Direct and supervise support staff, and where appropriate, other teachers. ■ Maintain and develop resources, coordinate their deployment and monitor their effectiveness in meeting the needs of pupils. ■ Provide cover, in the unforeseen circumstance that another teacher is unable to teach.
Communication & collaboration	<ul style="list-style-type: none"> ■ Communicate effectively with pupils, parents/carers and staff. ■ Coordinate statutory assessments, Annual Reviews and reviews of Education, Health and Care Plans, ISPs, EHCNAs and EHFSAs where appropriate and attend / chair when necessary. ■ Collaborate and work with colleagues and other relevant professionals within and beyond the school. ■ Develop effective professional relationships with colleagues. ■ Share knowledge and experience with other SEND provisions as part of the development of a network of schools and attend professional network meetings. ■ Make referrals and liaise with professionals and other agencies outside of the school; this could include Educational Psychologists, health and social care providers, speech and language therapists, specialist outreach services and occupational therapists.
Continuous Professional Development (CPD)	<ul style="list-style-type: none"> ■ Take part in the school's appraisal procedures. ■ Take part in further training and development in order to improve your own teaching and leadership. ■ Where appropriate, take part in the appraisal and professional development of others, including trainees and volunteers. ■ Deliver training and advise school colleagues where necessary so that children make good progress.
General responsibilities	<p>All employees are expected to:</p> <ul style="list-style-type: none"> ■ undertake any training commensurate with the post;

- show a responsible attitude to health and safety issues and have due regard for their personal safety and that of others; and
- support, uphold and contribute to the development of the school's equal rights policies and practices in respect of both employment issues and the delivery of services to the community.

The Learning in Harmony Trust reserves the right to vary or amend the duties and responsibilities of the post holder at any time according to the needs of the Trust's business.

This job description does not form part of the contract of employment.

**Post Holder
Signature:**

Date:

Person Specification

Attributes	Essential	Desirable	Evidence
Qualifications	Qualified Teacher Status	Holds the National Award for SEN Coordination (NASENCO) or is committed to this qualification	
Professional Experience and Knowledge	<p>Knowledge of the SEN Code of Practice.</p> <p>Experience of working with other professionals and multi-disciplinary teams.</p> <p>An understanding of education, including the roles and responsibilities of teachers and support staff.</p> <p>A good understanding of child development.</p> <p>An awareness of some of the current issues affecting children and young people, and our local context.</p>	<p>Safeguarding Training.</p> <p>First Aid Qualification.</p> <p>UK driving licence and use of a car, as your work may involve visiting outside agencies and pupils at home.</p>	
Personal aptitude,	Able to assist in maintaining high expectations and		

qualities and skills	<p>standards of learning and behaviour throughout the school.</p> <p>Willingness to undertake training as appropriate.</p> <p>Able to collaborate with others and work as part of a team.</p> <p>Excellent communication, both verbal and written.</p> <p>Able to deal with confidential information sensitively and appropriately in line with school policy.</p> <p>Confident and assertive.</p> <p>Good organisational skills and ability to prioritise work and make decisions under pressure.</p> <p>Good computer skills.</p>		
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