

St John's C of E VA First School



**Together, we will give our children the
'ROOTS TO GROW' and the 'WINGS TO FLY.'**

JOB DESCRIPTION - SENCO

Job Details:

Job title:	Special educational needs co-ordinator (SENCO)
Salary:	Main Pay Scale 2 – Upper Pay Scale 3 + TLR 2A allowance
Hours:	0.6FTE to be worked as 3 full days or a combination of half days
Contract type:	Part-time, permanent
Reporting to:	Headteacher
Responsible for:	Leading the provision for SEND pupils across the school

Main Purpose:

The SENCO, under the direction of the 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 SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability or medical needs.
- ❖ Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- ❖ The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.
- ❖ To be a member of the Senior Leadership Team

Duties and Responsibilities

Strategic development of SEN 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
- ❖ Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- ❖ Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- ❖ Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- ❖ Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Operation of the SEN policy and co-ordination of provision

- ❖ Maintain an accurate SEND register
- ❖ Maintain an accurate medical needs register, including the allergy register

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We expect all staff, governors, parent/carers and visitors to share this commitment to safeguarding our pupils.*

- ❖ Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated response to SEN support
- ❖ Be aware of relationship and trauma informed policies and practice and provide guidance to colleagues in supporting pupils in this area
- ❖ Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- ❖ Be aware of the provision in the local offer
- ❖ Work with early years providers, other schools, educational psychologists, health and social care professionals, Frome Learning Partnership, LA advisory teachers and other external agencies
- ❖ Be a key point of contact for external agencies, especially the local authority
- ❖ Analyse assessment data for pupils with SEN or a disability or medical needs
- ❖ Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability or medical needs

- ❖ Identify a pupil's SEN or medical needs, including undertaking diagnostic assessments for SEN
- ❖ Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- ❖ Secure relevant services pupils
- ❖ Ensure records are maintained and kept up to date
- ❖ Apply for and review the education, health and care plan with parents or carers and the pupil
- ❖ Communicate regularly with parents or carers
- ❖ Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- ❖ Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- ❖ Take on the role as designated teacher for looked-after children

Leadership and management

- ❖ Work with the 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 school improvement plan and whole-school policy
- ❖ Identify training needs for staff and how to meet these needs
- ❖ Lead INSET for staff
- ❖ Share procedural information, such as the school's SEN policy
- ❖ Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- ❖ Lead and manage learning support assistants working with pupils with SEN or a disability
- ❖ Lead staff appraisals and produce appraisal reports
- ❖ Review staff performance on an ongoing basis
- ❖ Undertake leadership and management tasks as directed by the Headteacher

Other areas of responsibility

- ❖ Follow policies and procedures linked to safeguarding and health and safety

Signed _____ (Post holder) Signed _____ (Headteacher)

Dated: _____

This job description will be reviewed at least once per year and may be subject to amendment or modification at any time, in consultation with the postholder.

PERSON SPECIFICATION

Post Title: SENCO

Specification	Essential	Desirable
Qualifications and Training		
Qualified Teacher Status in UK	X	
National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment	X	
Degree	X	
Experience		
Teaching experience in EYFS, Key Stage 1 or 2	X	
Experience of working at a whole school level	X	
Involvement in self-evaluation and development planning	X	
Experience of conducting training / leading INSET	X	
Experience of working with and supporting primary age pupils with SEND	X	
Experience of carrying out monitoring	X	
Experience of liaising with external agencies		X
Experience of leading multi professional meetings with parents		X
Experience of budget management including SEN funding		X
Experience of line managing staff		X
Experience of target setting and leading performance management		X
Skills and Knowledge		
Sound knowledge of the SEND Code of Practice, including EHCP process	X	
Understanding of what makes 'quality first' teaching, and of effective intervention strategies	X	
Ability to plan and evaluate interventions	X	
Data analysis skills, and the ability to use data to inform provision planning	X	
Effective communication and interpersonal skills, both orally and in writing	X	
Ability to build effective working relationships	X	
Ability to influence and negotiate	X	
Good recordkeeping skills	X	
Strong IT skills and ability to use new systems with appropriate training	X	
Ability to work under pressure and prioritise effectively	X	
Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills	X	
Good understanding of factors promoting effective transfer of learners from one phase to the next	X	
Excellent knowledge of welfare, health and safety and safeguarding requirements	X	
A good understanding of the role of external agencies	X	
Proven track record of excellent teaching	X	
Ability to use initiative and work with minimal supervision	X	
Proven track record of mentoring and coaching of staff	X	
Strong knowledge of assessment including those relating to SEND		X
Personal Qualities		
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	X	
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability or medical needs	X	
Commitment to supporting pupils through relationship and trauma informed policies and practice	X	
Commitment to maintaining confidentiality at all times	X	
Commitment to continuing professional development	X	
Demonstrates empathy and sensitivity	X	
A commitment to uphold the Christian ethos and values of the school	X	
A commitment to safeguarding and equality	X	

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