

**SENCO JOB  
DESCRIPTION**

<b>ROLE TITLE</b>	SENCO
<b>LOCATION</b>	Steeple Bumpstead Primary School
<b>SALARY</b>	MPS/UPS and SEND allowance £2,679pa pro rata
<b>REPORTING TO</b>	Executive Headteacher

**INTRODUCTION**

All Unity Schools Partnership schools embrace a strong set of values which ensure that students learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing students' passions and interests and stimulating their intellectual curiosity;
- Continuously raising students' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual students;
- Ensuring high outcomes for a cohort of students

All teachers are required to meet the national standards for teachers according to their role.

**JOB PURPOSE**

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the students and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all students and the continuous improvement of teaching and learning in the school.

- The SENDCo, with the support of senior staff, will ensure that Steeple Bumpstead presents a fully inclusive environment where, no child is disadvantaged because of a special educational need, disability or medical condition.
- To fulfil the role of SENDCo for Steeple Bumpstead Primary School
- To lead, manage, develop and maintain high quality SEND provision which enables high quality teaching, excellent learning outcomes and success for all students.
- To liaise with professionals from outside agencies to secure the best care and outcomes for students.

**General**

- support SLT to ensure inclusive quality teaching and learning across the school
- work with the headteacher 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 and actively lead on the development of SEND provision
- identify training needs for staff and how to meet these needs
- lead effective CPD for staff
- promote good behaviour across the school, supporting staff with strategies and promoting our trauma informed approach
- promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- with support, lead appraisals for some teaching assistants

### **Support for Pupils**

- use the graduated approach of assess, plan, do, review, with external data and advice, to help identify a pupil's SEN
- coordinate provision that meets the pupil's needs, and monitor its effectiveness
- secure and sign post relevant services for pupils
- ensure records are maintained and kept up to date including personalised learning plans (PLPs) and pupil files
- gather evidence and apply for statutory assessment when required including EHCNA
- review the education, health and care plan with parents or carers and the pupil
- apply for high tariff needs funding
- communicate regularly with parents or carers through meetings, letters, emails and phone calls
- ensure that if the pupil transfers to another school, all relevant information is conveyed to the receiving school it, and support a smooth transition for the pupil as well as ensuring a smooth transition within school when pupils teachers
- promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability.

### **Co-ordinating SEN Provision**

- maintain an accurate SEND register and provision map
- provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- 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, and other external agencies
- be a key point of contact for external agencies, especially the local authority
- monitor and analyse assessment data for pupils with SEN or a disability
- identify, implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

### **Strategic Overview**

- have a strategic overview of provision for pupils with SEN or 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
- encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN
- 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

### **School Community**

- to support partnerships with parents and carers, governors, other schools and organisations
- to support the extended areas of the school community including after school clubs and curriculum enrichment opportunities
- to prepare reports and where appropriate attend local governing body meetings as directed by the headteacher
- to promote and/or support the wider activities of the school

### **Expectations for all staff**

- actively contribute to and promote the overall ethos and values of the school and the wider trust.
- participate in training and other learning activities and performance development as required.
- maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider trust.
- maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
- act as an ambassador for the school and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
- undertake any other reasonable tasks and responsibilities as requested by the Headteacher or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post
- follow safeguarding child protection policy / procedures
- keep their own performance under review, contributing to monitoring, evaluation and review and participate in appraisal
- contribute to producing / delivering priorities in the School Improvement Plan
- be committed to achieving the aims and values of the school and trust
- work in partnership and professionally with all colleagues including the Trust central team and governors

**SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

### PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Evidence of professional development/qualifications relevant to this role</li> <li>• Desirable:</li> <li>• SENDCo qualification or willingness to undertake it</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Teaching within the primary phase, including evidence of strong teaching across more than one key stage</li> <li>• Supporting other staff such as coaching, mentor etc</li> <li>• Implementing teaching and learning strategies to improve quality and pupil attainment</li> </ul>	<ul style="list-style-type: none"> <li>• Proven ability in leadership including school development and/or improvement</li> <li>• Experience of SEND funding applications</li> <li>• Experience of EHCP applications and other SEND referrals</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Expert knowledge of curriculum requirements</li> <li>• Expert knowledge of SEND requirements</li> <li>• Expertise working with pupils with SEND</li> <li>• Excellent classroom practice, constantly showing a positive and resilient approach to pupils and staff</li> <li>• Robust understanding of Safeguarding and Keeping Children Safe</li> <li>• Excellent communication and organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>• Expert understanding of SEND funding application process</li> <li>• Expert understanding of EHCP application and requirements</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Ability to communicate a vision and inspire others</li> <li>• Ability to build effective working relationships with staff and other stakeholders</li> <li>• High expectations for all pupils and belief in bringing out the best in all</li> <li>• Commitment to upholding and promoting the ethos and values of the school</li> <li>• Commitment always to act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to equality</li> </ul>	