



Post Title:	SENCO
Grade:	MPS plusTLR 2a
Responsible to:	Headteacher
Responsible for:	<ul style="list-style-type: none">• Whole-school teaching and learning responsibility in the area of SEN Inclusion.• Overseeing members of the Inclusion Team
Purpose of job:	<ul style="list-style-type: none">• To improve the outcomes of SEND children across school• Identify and meet the needs of SEND Learners

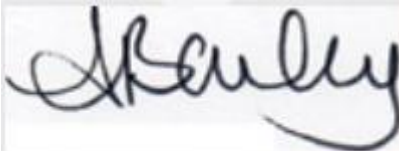
Welcome to Woodhouse West Primary School



I am so pleased that you are considering joining our school. We are very proud of our school, its children and their families. Everyone who works at Woodhouse West is passionate about making a difference to our children and helping them to achieve their full potential, whilst being the best they can be every day. Please visit our website where you will notice that it is full of beautiful pictures of children learning through personal experience of the world around them. We encourage all children to broaden their horizons, have the confidence to try new things and keep going when challenges present themselves and celebrate their successes. As a result our children are articulate, inquisitive and confident and frequently ask questions of those around them.

Each of our children has the potential to do something wonderful, our primary role is to find their key skill or talent, the gem inside them and nurture it.

The very best way to understand our ethos and the way we learn is to visit us and see for yourself. Please feel free to contact us to arrange and visit.



Mrs Anne-Marie Bailey

JOB DESCRIPTION FOR POST OF: SENCO

Specific Duties and Responsibilities

The post holder must at all times carry out his/her responsibilities within the spirit of City Council and School policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to statutory responsibilities of the Governing Bodies of Schools.

Employment Duties

To be performed in accordance with the provisions of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document (Part XII of the 'Teachers Pay and Conditions Document').

Teaching and learning

1. Identify and adopt the most effective teaching approaches for SEN pupils.
2. Monitor teaching and learning activities to meet the needs of SEN pupils.
3. Liaise with other schools to ensure continuity of support and learning when transferring SEN pupils.
4. Promote Inclusion best practice and contribute to the aims and ethos of the school through membership of the senior leadership team and when possible, attendance at school events.

Recording and assessment

1. Set targets for raising achievement among SEN pupils and other groups as appropriate.
2. Collect and interpret specialist assessment and performance data and share with other staff and Governors as appropriate.
3. Set up systems for identifying SEN, and assessing and reviewing SEN provision. This includes creating and monitoring EHC plans, provision maps with class teachers and learning support assistants.
4. Update the head teacher and governing body on the effectiveness of provision for SEN children.
5. Keep parents informed about their child's progress through individual meetings and at parents' evenings.
6. As necessary, prepare applications for Statements of Educational Needs; co-ordinate and attend annual reviews.
7. Assist Assessment Leader in making applications for additional support, time and/or specific papers for end of Key Stage assessments.
8. Maintain SEN register.
9. Evaluate the effectiveness of provision.

Leadership

1. Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to SEN pupils
2. Provide training opportunities for learning support assistants and teachers to learn about Inclusion, including whole-school Inset.
3. Disseminate good practice in Inclusion across the school.
4. Identify resources needed to meet the needs of SEN pupils and manage the SEN budget.

5. Work with the Headteacher and Governors on the strategic development of SEN & Inclusion, including reviewing and formulating appropriate policies.
6. To be responsible for the supervision and organisation of teaching assistants, including contributing to their performance management.
7. Support pupil progress meetings, recording agreed provision within provision maps.
8. To be involved in the appointment of Teaching Assistants.
9. To work with the Headteacher and other key staff on developing the effectiveness of transition arrangements between the Nursery (and other pre-school settings) and FS.
10. Liaise with the Educational Psychology service and other specialist and support agencies.
11. To keep abreast of developments in SEN (e.g. research, changes to the law) and inform staff and Governors as necessary.
12. To attend appropriate training, CPD and conferences and provide feedback to colleagues.
13. Lead CPD on inclusion matters as needed across the school.
14. Work with the headteacher to plan the overall deployment of teaching assistants throughout the school.
15. Liaise with key stage leaders and all teachers in the successful deployment of learning support assistants within key stages and year groups.
16. Undertake SEN self-evaluation, contributing to the school SEF and improvement plan and planning for continuous improvement in inclusion practice
17. Model good practice in teaching pupils with SEN including those with severe complex needs.
18. Develop links with governors, the LA, external agencies and neighbouring schools.

Other and responsibilities

1. To willingly undertake any reasonable task requested by the Headteacher from time to time to support the safeguarding of staff and children.
2. To be willing to assist the DSL

All the above duties and responsibilities to be carried out in accordance with Sheffield City Council's Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

Person Specification

Specification	Essential	Desirable	Evidence
Qualification/ Training	<p>The SENCO must:</p> <ul style="list-style-type: none"> • have Qualified Teacher status • have evidence of continuous participation in in-service development and a commitment to further professional development • either already have or be willing to undertake the accredited SENCO qualification 	<ul style="list-style-type: none"> • The SENCO might also have: • a qualification for the assessing and teaching of pupils with specific learning difficulties 	<ul style="list-style-type: none"> • Application Form • References
Experience	<p>The SENCO must:</p> <ul style="list-style-type: none"> • be a qualified teacher with at least three years' experience • have experience of teaching using the Primary Curriculum • have experience of working successfully and co-operating as a member of a team • have experience of leading training of other teachers • have experience of setting targets and monitoring, evaluating and recording progress 	<p>In addition, the SENCO might have experience of:</p> <ul style="list-style-type: none"> • working within a Senior Management Team • experience of FS, KS1 and/or KS2 Assessment and administering KS1 and/or KS2 SATs • dealing successfully with challenging and sensitive situations in a school setting 	<ul style="list-style-type: none"> • Application Form • Interview • References
Professional Values	<p>The SENCO will have the ability :</p> <ul style="list-style-type: none"> • to establish and maintain excellent professional relationships with pupils, parents and colleagues • to set high expectations of all pupils and be committed to raising educational achievement • to maintain confidentiality 		<ul style="list-style-type: none"> • Application Form • Interview • References
Knowledge and understanding	<p>The SENCO will have knowledge and understanding of:</p> <ul style="list-style-type: none"> • the statutory requirements of legislation concerning Safeguarding, including Child Protection, Equal Opportunities, Health & Safety and SEN • the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) • the SEN Code of Conduct and its practical application strategies for meeting the SEN of pupils in a mixed ability classroom • behaviour management techniques for groups and individuals • planning and implementing an effective teaching programme 	<p>In addition, the SENCO might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> • using comparative information about attainment • the statementing process and the evidence needed • the role of external services that support the provision for SEN pupils within schools 	<ul style="list-style-type: none"> • Application • Interview • References

	<p>and Individual Education Plans, including the monitoring,</p> <ul style="list-style-type: none"> • assessment, recording and reporting of pupils' progress • the positive links necessary within school, a child's home and external agencies • effective teaching and learning styles • how to establish an effective rapport with children which is based on high expectations and establish a purposeful learning environment where all pupils feel secure and confident • how to use ICT effectively as an integral part of teaching and learning 		
Skills	<p>The SENCO will be able to:</p> <ul style="list-style-type: none"> • promote both the school's aims positively, and use effective strategies to enhance motivation and morale • establish and develop a sound professional relationship with a class and groups of pupils • demonstrate excellent teaching and learning skills and be able to create a positive, challenging and effective learning environment • organise and sustain systematic support from a variety of providers for a range of SEN • manage the coordination of teaching assistants in support of SEN pupils • advise and motivate teaching staff with SEN initiatives • present clearly a wide range of specialised information to both educationalists and non-educationalists • make consistent judgements based on careful analysis of available evidence • develop excellent professional relationships within a team • establish and develop appropriate relationships with parents, governors and the community • present and communicate effectively to a variety of audiences • develop policy 	<p>In addition, the SENCO might also be:</p> <ul style="list-style-type: none"> • confident in the use of information technology • good at influencing and negotiating with others 	<ul style="list-style-type: none"> • Application • Interview • References
Personal characteristics	<p>The SENCO should possess:</p> <ul style="list-style-type: none"> • the ability to address challenging issues with clarity of purpose and diplomacy • Excellent inter-personal skills 	<p>The SENCO might possess:</p> <ul style="list-style-type: none"> • preparedness to attend national and regional venues for 	<ul style="list-style-type: none"> • Application • Interview • References

	<p>They should also be:</p> <ul style="list-style-type: none"> • knowledgeable and highly competent • approachable and empathetic • creative and enthusiastic • organised and resourceful • intelligent and reflective • committed 	<p>training and development</p>	
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