



## SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCo)

Branston Community Academy is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

### ***Job details***

**Job title:** Special educational needs co-ordinator (SENCO)

**Salary:** L6-10

**Contract type:** full-time permanent

**Reporting to:** Vice Principal

**Responsible for:** SEND Team and Teaching Assistants. As an associate member of the Senior Leadership Team, the role will also include line management responsibility within pastoral structure.

### ***Main purpose***

The SENCO, under the direction of the Vice Principal, 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
- Provide professional guidance to colleagues, working closely with staff, parents and carers, and other agencies

The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

The SENCO will be expected to line manage within the pastoral structure and oversee transition of SEND students.

While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

### ***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
- Make sure the SEN policy is put into practice, and its objectives are reflected in the Academy Development Plan (ADP)
- 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 suggest changes to make use of funding more effective

### **Operation of the SEN policy and co-ordination of 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 colleagues on applying differentiated teaching strategies tailored for individual pupils with SEN
- 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 (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

### **Support for pupils with SEN or a disability**

- Identify a pupil's SEN and implement the APDR model
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Ensure access arrangements are accurate
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care (EHC) plan with parents/carers and the pupil
- Communicate regularly with parents/carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to that school, 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
- Work in strategic and operational partnership with the Academy pastoral and student support teams
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability

### **Leadership and management**

- Work alongside the Principal, Vice Principals and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Attend senior leadership team meetings as required
- Prepare and review information the governing board is required to publish
- Contribute to the ADP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET training 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 teaching assistants (TAs) working with pupils with SEN or a disability
- Lead and manage a pastoral year leader
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

### **Safeguarding**

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

### ***Other areas of responsibility***

- You will have an agreed teaching commitment, undertake other duties to support the ethos of the school, to include additional duties and walkabout.
- This role involves daily contact and regulated activity with children.
- Attendance at staff meetings and INSET activities where relevant
- Assist with the supervision of students outside the classroom, including lunchtime duty
- To uphold and actively support the school's policies and procedures
- Undertake any other duties which might be reasonably regarded as within the responsibilities of the post, subject to the proviso that any changes of a permanent nature shall be incorporated into the job description in specific terms

The SENCO 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 SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal. This Job Description may be amended at any time, in consultation with the post-holder.

**Person specification**

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>Qualified teacher status [note: this is a requirement under the SEND Code of Practice]</li> <li>National professional qualification (NPQ) for SENCOs, or a willingness to complete it within 3 years of appointment [note: this is a requirement under the SEND Regulations 2014]. If the applicant has already completed the previous qualification, NASENCo – or started it before September 2024 and will complete the qualification before 1 September 2027 – this will still be valid, and they won't need to take the NPQ to meet the training requirements]</li> <li>Degree</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful teaching experience</li> <li>Experience of working at a whole-school level</li> <li>Experience of working with children with a range of SEN</li> <li>Involvement in self-evaluation and development planning</li> <li>Experience of conducting training/leading INSET</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>Sound knowledge of the SEND Code of Practice</li> <li>Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>Ability to plan and evaluate interventions</li> <li>Data analysis skills and the ability to use data to inform provision planning</li> <li>Effective communication and interpersonal skills</li> <li>Ability to build effective working relationships</li> <li>Ability to influence and negotiate</li> <li>Good record-keeping skills</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</li> <li>Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>Ability to work under pressure and prioritise effectively</li> <li>Commitment to maintaining confidentiality at all times</li> <li>Commitment to safeguarding and equality</li> </ul>

**Notes:**

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