 **JOB DESCRIPTION**

Post title: SENCo

Salary: MPR / UPR

Responsible to: Headteacher

**Purpose of the post:**

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

In fulfilment of all responsibilities and duties, the SENCo should show a commitment to the aims, policies, procedures and ethos of the Trust and strive to maintain these through personal conduct and effective relationships with colleagues and pupils.

**Reporting to:**

The Headteacher, through line management by a member of SLT.

**Responsible for:**

* The Teaching Assistant team.
* Delivery of Preparation for Adult Life (PfA) and other appropriate courses and intervention programmes.

**To co-operate with:**

* The Governors of AW Local Governing Body, making such reports as required.
* The Link Governor for SEND.
* All colleagues, both teaching and support staff.
* LA, advisers.
* Outside agencies supporting students on the SEN register.
* Unions and other organisations representing teachers and other persons on the staff.

**Disclosure:**

* Enhanced DBS check.

**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
* Review the SEND policy and published SEND information annually
* Make sure the SEN policy is put into practice and its objectives are reflected in the school development plan
* 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 on the use of the school’s budget and other resources to meet pupils’ needs effectively, including staff deployment
* Write applications for additional funding to support students with SEND needs
* Organise screening and assessment varied SEND needs
* Organise testing for exam access arrangements and support the exams officer in managing access arrangements
* Be aware of the provision in the local offer
* Work with, 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
* Co-ordinate provision that meets the pupil’s needs, and monitor its effectiveness
* Secure relevant services for the pupil
* Ensure records are maintained and kept up to date
* Review the education, health and care plan (EHCP) with parents or carers and the pupil
* Communicate regularly with parents or carers
* Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
* To lead effective transition, induction and progression arrangements for students on the SEN register with reference to primary transition and new starters, KS3 to KS4 and post-16 progression.
* 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
* To advise on access to specialist equipment and resources and to be responsible for purchase orders for specialist equipment.

**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 development 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 develop teaching assistants (TAs) working with pupils with SEN or a disability
* Manage the day-to-day operations of the TA team, including effective deployment of staff.
* Carry out PGP Reviews
* Review staff performance on an ongoing basis

**Develop personally and professionally through:**

* Reflection on own practice and private study.
* Participation in the school’s teacher performance management programme.
* Participation in appropriate in-service education programmes.

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 Headteacher.

All adults employed by the Trust are responsible for promoting the welfare of students and safeguarding.

Whilst every effort has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail.

The job description is to be performed in accordance with the provisions of the School Teachers’ Pay and Conditions Document and within the range of duties set out in that document. The post is otherwise subject to the Conditions of Service for School Teachers in England and to locally agreed conditions of employment.

**Person Specification – SENCo**

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| **CRITERIA** | **ESSENTIAL** | **DESIRABLE** | **TESTED BY** |
| **Experience** | | | |
| A minimum of 3 years of teaching experience | ✓ |  | A / I / R |
| Experience of working at a whole-school level |  |  | A / R |
| Involvement in self-evaluation and development planning |  | ✓ | A / I |
| Experience of conducting training/leading INSET | ✓ |  | A / I |
| **Qualifications** | | | |
| Qualified Teacher Status (QTS) | ✓ |  | A |
| National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment | ✓ |  | A |
| Qualified to degree level or above | ✓ |  | A |
| **Skills and knowledge** | | | |
| Ability to build effective working relationships | ✓ |  | A / I / R |
| An understanding of the needs of children with SEND | ✓ |  | A / I / R |
| A good knowledge of the SEND Code of Practice | ✓ |  | A / I / R |
| Understanding of high quality teaching, and of effective intervention strategies | ✓ |  | A / I / R |
| Ability to plan and evaluate interventions |  |  | A / I / R |
| Effective communication and interpersonal skills | ✓ |  | A / I / R |
| Ability to influence and negotiate |  |  | A / I / R |
| Effective planning and organisational skills |  |  | A / I / R |
| Data analysis skills and the ability to use data to inform provision planning |  |  | A / I / R |
| Good record-keeping skills |  |  | A / I / R |
| Knowledge of Access Arrangements |  | ✓ | A / I |
| **Personal qualities** | | | |
| Good attendance | ✓ |  | R |
| Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school |  |  | A / I |
| Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability |  |  | A / I |
| Ability to work under pressure and prioritise effectively |  |  | A / I / R |
| Commitment to maintaining confidentiality at all times |  |  | A / I / R |
| Commitment to safeguarding and equality |  |  | I |