

Job Description

Job Title	Special Educational Needs Co-ordinator (SENCO)
Location	Montgomery Primary School
Reporting to (job title)	Headteacher
Service/Section/School	Teacher
Grade	MPS/UPS1 with TLR

Montgomery Primary School 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 Purpose including main duties and responsibilities

The main purpose of the job is to:

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.

Provide professional guidance to colleagues, working closely with staff, parents and other agencies.

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 school development plan (SDP).

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.

Contribute to the distribution of staff and resources to meet the needs of the school.

Operation of the SEN policy and co-ordination of provision

Maintain an accurate SEND register and provision map for each class.

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 (LA).

Analyse assessment data for pupils with SEN or a disability.

Implement and lead intervention groups for pupils with SEN and evaluate their effectiveness.

Ensure learning plans effectively meet the children's individual needs and are planned and reviewed termly.

Review class provision maps termly to inform future interventions and resourcing.

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/carers.

Ensure 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 with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability.

Hold termly TAC meetings with families.

Meet with professionals to provide support to individuals and their families.

Complete and coordinate referrals.

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 SDP 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 teaching assistants (TAs) working with pupils with SEN or a disability.

Lead staff appraisals and produce appraisal reports.

Support the Headteacher as to lead the school.

Safeguarding

Liaise and collaborate with the designated safeguarding lead (DSL) and DDSL 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.



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 Head Teacher.

Person specification:

Qualifications and training	<p>Qualified teacher status</p> <p>National Award for SENCo</p>
Experience	<p>Teaching experience (At least 5 years)</p> <p>Experience in the role of SENCo</p> <p>Experience of working at a whole-school level</p> <p>Involvement in self-evaluation and development planning</p> <p>Experience of conducting training/leading INSET</p>
Skills and knowledge	<p>Sound knowledge of the SEND Code of Practice</p> <p>Understanding of different areas of SEN</p> <p>Understanding of the different referral processes</p> <p>Experience of completing EHCP requests</p> <p>Experience of leading meetings</p> <p>Understanding of what makes 'quality first' teaching, and of effective intervention strategies</p> <p>Ability to plan and evaluate interventions</p> <p>Data analysis skills and the ability to use data to inform provision planning</p> <p>Effective communication and interpersonal skills</p> <p>Ability to build effective working relationships with children, staff, families and other professionals.</p> <p>Ability to influence and negotiate</p> <p>Good organisation and record-keeping skills</p> <p>Effective oral and written communication</p>
Personal qualities	<p>Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</p> <p>Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</p>

	<p>Ability to work under pressure and prioritise effectively</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to safeguarding and equality</p> <p>Commitment to supporting the school team to support the needs of individual children and their families.</p>
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Notes:

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

If you don't have all of the experience listed above, but are interested in applying, contact Katrina Way, Headteacher.