

**JOB DESCRIPTION - Special Education Needs Co-ordinator**

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| **SCHOOL:** Moorside Community Primary School |

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| **JOB DETAILS:**  **Job Title:** Special educational needs co-ordinator (SENCO)  **Grade:**  M3 – U3 plus SENCO Allowance  **Directly responsible to:** Head teacher  **Hours of Duty:** Permanent / Full Time  **Primary purpose of the job:**  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 * Be the designated teacher for looked- after and previously looked- after children * Provide professional guidance to colleagues, working closely with staff, parents and other agencies * Fully involve carers, parents or guardians in any decisions made about their child’s education * Work with carers, parents and guardians to understand the needs of the child * The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD   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.  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. |

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| **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 improvement plan (SIP) * 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 * Set high expectations of looked-after and previously looked-after children’s learning, and ensure teachers set targets that accelerate progress   Operation of the SEND policy and co-ordination of provision   * Maintain an accurate SEND register and provision map * Maintain and develop resources, co-ordinating their development and monitor their effectiveness in meeting the objectives of school and SEND policies * 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 * Oversee and advise on individual learning plans   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 |

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| **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 SIP 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 SEND policy * Promote an ethos and culture that supports the school’s SEND 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 and other members of the inclusion team * Lead staff appraisals and produce appraisal reports * Review staff performance on an ongoing basis * Support staff with planning for and assessing pupils with SEND or those who demonstrate individual needs * To prepare and present reports as required by the Head Teacher to Governors/parents and any other relevant outside agencies * To attend occasional meetings during evening hours as required, weekends or in school holidays as required |

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| **LAC**   * Build and maintain relationships with other professionals, in particular the virtual school head (VSH) and the local authority’s SEND department, to ensure the school responds effectively to its pupils’ needs * Work with relevant professionals, including the VSH, to ensure that they (the designated teacher) and other school staff have the skills to identify signs of potential mental health issues among looked-after and previously looked-after children, and know how to access further assessment and support where necessary * Work with relevant professionals, including social workers and school staff, to develop, monitor and review looked-after and previously looked-after children’s PEP * Act as a central point of contact for carers, parents, or guardians to promote good home-school links * Ensure that they themselves, and other school staff, have strong awareness, training and skills around the specific needs of looked-after and previously looked after children and how to support them * Work with the school’s designated safeguarding leads to ensure any safeguarding concerns regarding these looked-after and previously looked-after children are quickly and effectively responded to |
| **Safeguarding Responsibilities:**   * 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 * To be aware of and comply with policies and procedures relating to Child Protection, Health and Safety and Security, Confidentiality and Data protection, reporting all concerns to an appropriate named person * To support the protocols and systems that are in place to address the needs of children with all vulnerable children or any child in need as defined in the Children’s act * To ensure Safeguarding Procedures and the Common Assessment Framework are in place and are understood to ensure child protection procedures and processes are followed throughout the school |

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| **Review arrangements:**  The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the school will expect to revise this job description from time to time and will consult with the post holder at the appropriate time. |

Last review date: May 2024