

JOB DESCRIPTION	
SCHOOL	CHARLTON CE PRIMARY SCHOOL
JOB TITLE	Special Educational Needs Co-ordinator (SENCO)
GRADE	MPS (+ SEN allowance dependent on experience)
REPORTS TO	Headteacher/SLT/Governors
DATE	September 2024

## **JOB PURPOSE**

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 or carers and other agencies

The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

## **MAIN 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
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- To consult and liaise with staff, parents and carers, external agencies and appropriate professionals to subsequently apply for extra funding to support pupils as necessary
- Work closely with the Trust and other local schools within the community (SENCO forums etc)

### **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
- 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

*'They will soar on wings like eagles.'* Isaiah 40:31



*collaborate | enrich | trust | innovate | aspire | nurture*

- 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 with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, 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, where a looked-after pupil has SEN or a disability

### **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 improvement 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
- Direct teaching assistants working with pupils with SEN or a disability

The employee is expected to undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Headteacher.

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment and work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.

The employee is expected to show a commitment to promoting the ethos and values of the school, as well as the wider trust.

This job description may be amended at any time following discussion between the head teacher and member of staff and will be reviewed annually.

CRITERIA	QUALITIES	ESSENTIAL/DESIRABLE
<b>Qualifications and training</b>	➤ Qualified teacher status [note: this is a requirement under the SEND Code of Practice]	Essential
	➤ National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment [note: this is a requirement under the SEND Code of Practice]	Essential (or willing to undertake)
	➤ Degree	Essential
<b>Experience</b>	➤ Teaching experience	Essential
	➤ Experience of working at a whole-school level	Essential
	➤ Involvement in self-evaluation and development planning	Essential
	➤ Experience of conducting training/leading INSET	Desirable
<b>Skills and knowledge</b>	➤ Sound knowledge of the SEND Code of Practice	Essential
	➤ Understanding of what makes 'quality first' teaching, and of effective intervention strategies	Essential
	➤ Ability to plan and evaluate interventions	Essential
	➤ Data analysis skills, and the ability to use data to inform provision planning	Essential
	➤ Effective communication and interpersonal skills, with good record keeping	Essential
	➤ Ability to build effective working relationships	Essential
	➤ Ability to influence and negotiate	Essential
	➤ Good record-keeping skills	Essential
<b>Personal qualities</b>	➤ Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	Essential
	➤ Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	Essential
	➤ Ability to work under pressure and prioritise effectively	Essential
	➤ Commitment to maintaining confidentiality at all times	Essential
	➤ Commitment to safeguarding and equality	Essential

Print name (Employee): .....

Signed (Employee): ..... Dated: .....

Signed (Manager): ..... Dated: .....