

**The Mountbatten School**

**Special Educational Needs Co-Ordinator (SENCO)**

**TLR 1a**

**Responsible and accountable to**

Headmaster; Deputy Headteacher (Teaching & Learning)

# Main purpose

The SENCO, under the direction of the Headmaster, will:

* Work with the Senior SENCO to determine the strategic development of special educational needs (SEN) policy and provision in the school
* Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual students with SEN or a disability
* Provide professional guidance to colleagues, working closely with staff, parents and other agencies
* Provide high quality leadership and management to the Learning Support Department

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.

# Duties and responsibilities

Strategic development of SEND policy and provision

* Have a strategic overview of provision for students 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 students with SEN or a disability
* Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
* Maintain 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 funding more effective

Operation of the SEND policy and co-ordination of provision

* Maintain an accurate SEND register and provision map
* Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEN support
* Manage the SEN budget and other resources to meet students’ needs effectively, including staff deployment
* 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
* Analyse assessment data for students with SEN or a disability
* Implement and lead intervention groups for students with SEN, and evaluate their effectiveness

Support for students with SEN or a disability

* Identify a student’s SEN
* Co-ordinate provision that meets the student’s needs, and monitor its effectiveness
* Secure relevant services for the student
* Ensure records are maintained and kept up to date
* Review the education, health and care plan with parents or carers and the student
* Communicate regularly with parents or carers
* Ensure that if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student
* Promote the student’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 student has SEN or a disability

Leadership and management

* Work with the Headmaster and Trustees 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 Board of Trustees 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 SEND policy
* Promote an ethos and culture that supports the school’s SEND policy and promotes good outcomes for students with SEN or a disability
* Lead and manage teaching assistants working with students with SEN or a disability
* Lead staff appraisals and produce appraisal reports
* Review staff performance on an ongoing basis

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 Headmaster/line manager.

# Person specification

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| criteria | qualities |
| **Qualifications  and training** | * Qualified teacher status * National Award for SEN Co-ordination, or a willingness to complete it within 2 years of appointment |
| **Experience** | * 5 years teaching experience * Experience of working at a whole-school level * Involvement in self-evaluation and development planning * Experience of conducting training/leading INSET * Experience of line managing staff |
| **Skills and knowledge** | * Sound knowledge of the SEND Code of Practice * Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies * Ability to plan and evaluate interventions * Data analysis skills, and the ability to use data to inform provision planning * Effective communication and interpersonal skills * Ability to build effective working relationships * Ability to influence and negotiate * Good record-keeping skills * Ability to communicate with a range of audiences through good written and oral skills |
| **Personal qualities** | * Commitment to getting the best outcomes for students and promoting the ethos and values of the school * Commitment to equal opportunities and securing good outcomes for students with SEN or a disability * Ability to work under pressure and prioritise effectively * Commitment to maintaining confidentiality at all times * Commitment to safeguarding and equality |

# Notes:

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year, and it may be subject to modification or amendment at any time after consultation with the holder of the post.

October 2023