



Job Title	Special Educational Needs Coordinator (SENCo)
Salary Scale	Main Pay Range/Upper Pay Range
Reports To	Deputy Headteacher

SUPPORTING GEOFFREY FIELD INFANT SCHOOL'S VISION AND VALUES

As a member of staff within the school the post holder is required to:

1. develop in children the ability to contribute to and take advantage of opportunities in society, and have the flexibility to manage a changing world through critical thought and moral reasoning
2. consistently conduct his/her role in order that the school's vision is achieved for all pupils and adults
3. consistently secure good pupil behaviour by adhering to the school's Behaviour Management Policy and guidance
4. be an excellent role model demonstrating a desire to improve and learn through modelling the eight successful learning behaviours of the school
5. safeguard all pupils and support the school's culture to make everyone feel safe, by ensuring the school's policies on Safeguarding, Health and Safety, confidentiality and data protection are rigorously implemented and promoted at all times
6. play a significant role in school self-evaluation and improvement, along with identifying and contributing to own continual professional development
7. contribute to the development, implementation and monitoring of the School Development Plan and associated action plans and school policies

STATUTORY RESPONSIBILITIES OF THE ROLE

The responsibilities and accountabilities of all teachers are documented in;

- a. School Teachers Pay and Conditions Document (currently reviewed each academic year)
- b. Teachers' Standards 2012; which sets out the minimum requirements for teachers' practice and conduct
- c. SEND Code of Practice (2014)
- d. Disability Discrimination Act 1995
- e. Ofsted: The Framework for School Inspection
- f. Berkshire LSCB Child Protection Procedures
- g. The Burgundy Book

DESIGNATION OF THE POST

The post holder is:

- required to hold the National Award for Special Educational Needs Coordination, unless appointed as SENCo prior to September 2008, or be willing to attain the qualification
- directly accountable to the Deputy Headteacher
- responsible for the implementation of school policies to raise standards of education for pupils with special educational needs
- required to attend meetings, along with providing appropriate reports to the Governing Body of the school as requested by the Headteacher to ensure Governors remain up-to-date in meeting its statutory responsibilities

MAIN PURPOSE AND DUTIES OF THE ROLE

The SENCo is accountable for:

1. Managing Provision for Pupils with Special Educational Needs

- (a) overseeing and monitoring the daily delivery of the school's SEND and Inclusion Policy and ensuring that all staff in the school maintain an up-to-date knowledge of these procedures
- (b) contributing to the creation of a positive school atmosphere that provides high quality teaching and pastoral care for all pupils with special educational needs
- (c) taking a lead role in supporting pupils with special educational needs and their families through the admission and transition process
- (d) ensuring that there are robust systems within the school that enable all staff to identify and report on any pupil who may have special educational needs
- (e) completing and keeping secure detailed records of agency referrals and concerns for pupils with special educational needs
- (f) being the key point of contact for external agencies along with attending relevant multi-agency meetings
- (g) providing appropriate feedback on all case work related to any pupil with special educational needs to the appropriate staff
- (h) contributing to the preparation of the Education, Health and Care Plans for pupils
- (i) working with the Deputy Headteacher to determine resource requirements and the deployment of support staff, and thereby keeping the school provision map up to date
- (j) ensuring the school meets the legislative requirements for access to all under the Disability Discrimination Act (1995)
- (k) ensuring that when a pupil leaves the school, all sensitive and confidential information is copied to the new setting or school as soon as possible
- (l) supporting class teacher meetings with parents and carers to ensure positive outcomes, ensuring that they have access to information concerning pupils with special educational needs
- (m) liaising with Teaching and Learning Assistants who are working with pupils with special educational needs

2. Leading Teaching and Learning

- (a) acting as an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all pupils with special educational needs
- (b) maintaining an expertise in barriers to learning and understanding how the curriculum may need to be adapted to tackle the impact of disability
- (c) leading aspects of school improvement which contribute to the development, implementation and monitoring of the School Development Plan and associated action plans and school policies
- (d) recommending changes within the curriculum planning process in line with the agreed policies, guidelines and practices of the school to meet the needs of pupils with special educational needs
- (e) monitoring the quality of Individual Education Plans to ensure consistency across the school
- (f) ensuring that the systematic teaching of basic skills and the recording of impact are consistently high across the school for those pupils with special educational needs

3. Assessment and Pupil Progress

- (a) making effective use of comparative and bench marking data ensuring that all pupils with special educational needs continue to make good to outstanding progress
- (b) supporting the Senior Leadership Team in strategic decision making in relation to SEN
- (c) making effective decisions based upon analysis, interpretation and understanding of relevant data, including research and inspection evidence, in order to make an impact on the educational progress of pupils in all subjects
- (d) ensuring that in pupil progress meetings with teaching staff, expectations of the achievement of all pupils, especially vulnerable and special educational needs groups are challenged ensuring that a robust and outcome driven action plan to improve pupil progress is in place

4. Strengthening the School Community

- (a) organising and conducting meetings with parents and carers to ensure positive outcomes for pupils with special educational needs

- (b) creating relationships locally and nationally and sharing good practice for the benefit of pupils with special educational needs in the school

5. Continuing Professional Development

- (a) supporting the coordination and management of a programme of professional development for all staff through leading in the school's training and/or signposting them to courses off-site
- (b) preparing for and participating in the induction process for newly qualified teachers and other newly appointed staff, ensuring that their knowledge and understanding of special needs is secure
- (c) identifying own professional learning
- (d) ensuring that his/her health and safety, safeguarding and safe handling training is up to date
- (e) strengthening the school's provision for those pupils with special educational needs by keeping updated on research and Government policy
- (f) securing an open and robust relationship with the Deputy Headteacher to ensure meaningful and relevant objectives are agreed upon each year for his/her performance management in relation to SENCo duties

SPECIAL/OTHER REQUIREMENTS or RESPONSIBILITIES OF THIS POST
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Health and Safety

All staff:

- must act in the interest of health and safety, both their own and that of members of the public and others.
- must co-operate with the efforts of management to ensure health and safety.
- must attend training provided, read documents provided and put into practice all instruction intended to ensure safety.
- must report all accidents, incidents and hazards immediately to their line manager.
- must respect and make proper use of all equipment provided to ensure safety in the workplace.
- must refer any health and safety issues to the next level of responsibility, if they feel they are not authorised to deal with the issue.

What level of DBS check is required for this post? ENHANCED

Does the post require a Protection of Vulnerable Adults (POVA) check? NO

Does the post require a Protection of Children Act (POCA) check? YES

What other security/safer recruitment clearances are required for this post (*excluding standard identity/work permit/education qualification checks*)? – please specify None

Is this post 'politically restricted'? NO

What Level H&S Responsibilities are applicable to this post? LEVEL 1

Please specify responsibility for implementing the Council's risk management strategy as it applies to the service, ensuring risks to service delivery and specific projects or initiatives are recognised and that actions are taken and monitored to mitigate risks identified N/A

AGREEMENT WITH THE POST HOLDER

This Job Description is not your Contract of Employment or any part of it.

In addition to your Contract of Employment and this Job Description, the postholder is also required to abide by the Code of Conduct for school Staff at Geoffrey Field Infant School.

The Job Description is prepared for the purposes of school structure and may be altered to reflect changes in your Contract or the school organisation.

All changes will include a consultation period.

This document will be reviewed annually by the Headteacher in line with legislation.

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