



Job Profile

Position	Special Educational Needs Coordinator (SENCo) Senior Leadership Role
Salary Scale	Teacher MPS/UPS - £31,650 - £49,084 plus SEN allowance - £2,679 - £5,285 (pro-rata for part time)
Contract type	Permanent
Hours of work	Full/part-time/job share (5 days SENCO duties are required Mon- Fri. Could be part of part-time role or full-time)
Responsible to	Headteacher

Overview of Role

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
- Act as the designated teacher for looked-after children (LAC)

Following the key principles of an effective SENCo which include a focus on:

- Your own professional development
- Leading, supporting and developing learners, families and professionals
- Provide professional guidance and working in partnership with colleagues, working closely with staff, parents and carers, and other agencies

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 disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

Qualifications required for the role

The person appointed to the SENCo role **must have** Qualified Teacher Status (QTS) and ideally have had relevant teaching experience.

The person will also need to hold or be willing to achieve the National Award for Special Educational Needs Coordination (NASENCO). **NB: this qualification does NOT have to be held at the time of appointment but must be achieved within three years of the post being taken up.**



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 Academy Development Plan (ADP)
- 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
- Inspire inclusive practice and to ensure the best possible outcomes for pupils with SEND; including completion of a setting self-evaluation (East Sussex Quality Mark for Inclusion/ IQM Inclusion Quality Mark) and action planning for continuous improvement in inclusion practice, contributing to the school improvement plan

Operation of the SEN policy and co-ordination of provision

- Overseeing the day-to-day operation of the school's SEND policy; including maintaining an accurate SEN register and provision map
- Advise setting staff on the graduated approach and evidence based, best practice strategies and interventions/ Adaptive Practise to ensure that all pupils with SEND in their classes make progress, as well as ensuring the social and emotional wellbeing of their pupils
- Ensure effective systems for identifying SEND and assessing and reviewing SEND provision are in place; including creating and monitoring additional needs plans, provision maps with staff and as necessary, prepare applications for Education, Health and Care Plans (EHCPs), monitor and review provision and co-ordinate and attend annual reviews
- Collecting and interpreting specialist assessment and performance data and share with other staff, Headteacher and Governors as appropriate
- Support staff in further assessment of a pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support
- Advise the senior leadership team on the deployment of the school's delegated SEN notional budget and other resources to meet pupils' needs effectively; including staff deployment
- Support the efficient/effective deployment of staff and resources; including supervision and of Individual Needs Assistants, Teaching Assistants and Higher level Teaching Assistants
- Be aware of the provision in the local offer
- Develop and implement a graduated behaviour support framework for children with SEMH (Social, Emotional and Mental Health) needs
- Liaise with: parents of pupils with SEND, educational psychologists, health and social care professionals, and independent or voluntary bodies, external agencies, especially ISEND support and intervention teams, other setting staff including next provider of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Developing and updating Individual Healthcare Plans with parents/ carers and ensuring their implementation in school
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness



- Work as the designated teacher for looked-after children (LAC) ensuring that effective strategies are in place to ensure best practise.

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/impact; supporting target setting for pupils with SEND
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date; reviewing and monitoring school systems
- Review the education, health and care (EHC) plan with parents or carers and the pupil
- Communicate regularly with parents/carers
- Conduct baseline behaviour audits and identify key pupils with ongoing needs
- Introduce or refine individual behaviour support plans and risk assessments
- Support pupils with upholding school values
- 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

Leadership and management

- Work with the Headteacher and governing body to ensure that the setting meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements including providing a SEND perspective across the whole school framework; including reviewing and writing appropriate policies
- Prepare and review information the governing board is required to publish
- Contribute to the Academy Development Plan (ADP) and whole-school policy
- Effective monitoring and feedback that demonstrates impact
- Support the professional development of setting staff; including leading on national and local policies related to SEND and initiating and developing approaches across the setting ensuring all staff recognise and fulfil their statutory responsibilities to pupils with SEND
- Identify training needs for staff and how to meet these needs
- Lead INSET/ termly CPD for teaching staff
- Attend, support and run parent/ carer meetings and new to school meetings
- Lead Support staff meetings and work in conjunction with the Assistant Heads to co-ordinate support staff CPD
- Share procedural information, such as the school's SEN policy
- Support with general duties within the school such as gate duty and lunchtime reflection
- 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 Individual Needs Assistants (INAs) and the SEN/EAL Higher Level Teaching Assistant (HLTA) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis
- Occasional class cover may be required

Safeguarding

- 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



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 Headteacher

All employees have the responsibility to:

- Ensure any documentation produced is to a high standard
- Be aware and comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- Participate in training and other learning activities as required
- Participate in the academy Performance Management process
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- To promote the area of responsibility within the academy and beyond
- To represent the academy at events as appropriate
- To support and promote the academy ethos
- To undertake any other duties and responsibilities as required that are covered by the general scope of the post
- To undertake any other reasonable duties at the request of the Headteacher.



PERSON SPECIFICATION

Special Educational Needs Coordinator (SENCo)

Criteria	Qualities
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status [Essential as this is a requirement under the SEND Code of Practice] • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment [this is a requirement under the SEND Code of Practice] • Degree
Experience	<ul style="list-style-type: none"> • Teaching experience in a relevant setting with evidence of delivering high quality inclusive teaching and learning • Experience of working at a whole-school level • Experience of working with children with a range of SEN • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Beneficial - experience of line managing staff
Skills and knowledge	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies and adaptive practise • Ability to plan and evaluate interventions • Data analysis skills and the ability to use data to inform provision planning • Effective communication (written and oral) and interpersonal skills • Ability to build and maintain good productive working relationships with colleagues • Good coaching, influencing and negotiating skills that demonstrate empathy and emotional intelligence • Ability to assess, analyse and problem solve and actively contribute to raising performance of pupils with SEND • Ability to quality assure provision including carrying out effective lesson observations • Understanding of budgets including budget monitoring, costed provision mapping and deployment of the SEN notional budgets • Ability to effectively allocate resources including additional adults to support pupils with SEND to achieve best outcomes • Ability to influence and negotiate positively • Good record-keeping skills
Personal qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils 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 • Ability to use ICT effectively and its effective use as a management tool as well as across the curriculum to enhance teaching and learning

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