

St. Dominic Savio Catholic Primary School
Job Specification for Special Educational Needs Co-ordinator

Post: SENCO

Pay Scale: MPS/UPS + SENCO allowance

Responsible to: Headteacher.

Job purpose: To be responsible for the provision made by the school in order to promote high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs (SEN).

Responsible for: Learning Support Assistants and other staff as appropriate.

Note: In the context of this Job Description, pupils with special educational needs and are deemed to include:

- Pupils on the School's Special Educational Needs Register;
- Pupils with identified specific learning difficulties;
- Pupils with identified behavioural or emotional needs;
- Pupils who the Headteacher considers have previously received, for any reason, an inadequate or compromised education.

Duties:

The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, after discussion with you, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Strategic direction and development:

1. Support effectively the Catholic ethos, vision and policies of the School which secure successful learning, effective teaching, a broad, balanced and relevant curriculum and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability;

2. Help lead and manage the creation and implementation of the school development plan to secure the objectives of the SEN policy and to take responsibility for appropriately delegated aspects of it;
3. Support the evaluation of the effectiveness of the School's policies and developments and analyse their impact on pupils who have special educational needs;
4. Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting;
5. Analyse and interpret relevant national, local and school's data plus research and inspection evidence to inform the SEN policy, practices, expectations, targets and teaching methods;
6. Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching and examples of best practice in meeting the needs of pupils with SEN;
7. Annually revise and update the School's local offer.

Leadership

1. Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with special educational needs;
2. Work with pupils, subject leaders and class teachers to ensure that challenging yet realistic expectations of behaviour and achievements are set for pupils with SEN.
3. Provide training opportunities for learning support assistants and other teachers to learn about special educational needs;
4. Disseminate good practice in special educational needs across the School;
5. Identify resources needed to meet the needs of pupils with special educational needs, and advise the head teacher of priorities for expenditure.

Teaching and learning

1. Identify and adopt the most effective teaching approaches for those pupils with special educational needs;
2. Monitor the effectiveness of appropriate learning and teaching activities to meet the needs of pupils with special educational needs;
3. Identify and teach study skills that will develop pupils' ability to work independently and learn more effectively;
4. Support staff in understanding the learning needs of pupils with SEN and the importance of raising their attainment;
5. Liaise with key stages, year groups and other schools to ensure continuity of support and learning when transferring pupils with special educational needs.

Assessment and evaluation

1. Monitor the progress made in setting objectives and targets for pupils with SEN and assist in the evaluation and effectiveness of teaching and learning.
2. Collect and interpret specialist assessment data and use it to inform practice;

3. Devise, implement and evaluate systems for identifying, assessing and reviewing special educational needs to guide further improvement and raise achievement;
4. Provide regular information to the Headteacher, SLT and Governing Body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision making and policy review.

Managing and developing staff and other adults

1. Advise, contribute to and where appropriate co-ordinate the professional development of staff to increase their effectiveness in responding to pupils with SEN.
2. Provide support and training to trainee and newly qualified teachers in relation to pupils with SEN, understanding their needs and the importance of raising their achievement.

Relations with Parents and the wider community

1. Ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement;
2. Develop and maintain effective partnerships between parents and the school's staff so as to promote pupils' learning and effective communication; provide information to parents and visitors about the work of the school in supporting achievement for all;
3. Liaise effectively with outside agencies and the local community;
4. Attend consultation evenings and keep parents informed about their child's achievements, targets and progress.
5. Attend meetings with outside professionals, school staff and parents as needed.

Managing Resources

1. Establish staff and resource requirements to meet the needs of pupils with SEN, advise the headteacher, SLT and Governing Body of likely priorities of expenditure and allocate resources made available with maximum efficiency to meet the objectives of the school and SEN policies to maximise pupils' achievements and to ensure value for money.
2. Deploy or advise the headteacher on the deployment of staff involved in working with pupils with SEN to ensure the most efficient use of teaching and other resources.
3. Organise and co-ordinate the deployment of learning resources, including ICT, and monitor their effectiveness.
4. Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of resources inside and outside the school.
5. Ensure that there is a safe working and learning environment in which risks are properly assessed and recorded.

Standards and quality assurance

1. Support the aims, policies and Catholic ethos of the School;
2. Set a good example in accordance with the Code of Conduct;
3. Attend and participate in open evenings and student performances;
4. Uphold the school's behaviour code and uniform regulations;
5. Participate in staff training;
6. Attend team and staff meetings as required;
7. Develop links with governors, Local Authorities, the Catholic and local clusters of schools.

Maintenance of Professional Standards:

1. Keep yourself fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the School and the Team for which you are responsible;
2. Take part in performance management in accordance with National agreements and directives.
3. Ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the School;
4. Contribute positively to the development and maintenance of a team culture across the school

Other Duties and Responsibilities:

Undertake any other reasonable professional tasks as directed by the Headteacher.

SEN Co-ordinator Personal Specification

| | | Essential | Desirable |
|---------------------|--|-----------|-----------|
| Qualifications | Formal Teaching Qualification recognised by the DfES or other appropriate qualification. | ✓ | |
| | Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc. | ✓ | |
| | Commitment to continuing professional development, working towards standards and role expectations described in the Teacher Standards Framework for SENCO including the mandatory SEN qualification/NPQ. | ✓ | |
| Experience / Skills | Experience of successful leadership and management within a school or other educational setting. | | ✓ |
| | Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school. | ✓ | |
| | Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with Statements as well as those without. | ✓ | |
| | Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child. | ✓ | |
| | Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education Welfare Services. | ✓ | |
| | Experience of inter-agency work. | ✓ | |
| | Excellent written and oral communication skills. | ✓ | |
| | Excellent presentation and inter-personal skills. | ✓ | |
| | Excellent time and task management skills. | ✓ | |
| | Ability to work under pressure and to deadlines. | ✓ | |
| | Ability to use data effectively in setting targets. (Training will be given) | | ✓ |
| | Enjoy a good sense of humour | ✓ | |