



SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

Job Title: SENCO

Contract: Permanent

Responsible to: Director of Inclusion

Main Purpose

The SENCO, under the direction of the Director of Inclusion, will:

- Support in 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 and other agencies
- The SENCO will also be expected to fulfil the professional responsibilities for a teacher, as set out in the Schools Teachers Pay and Conditions Document.

Duties and responsibilities

Strategic Direction and Development of SEND Provision in the School (with the support of, and under the direction of, the Director of Inclusion)

- Provide regular information to Director of Inclusion on the evaluation of SEND provision through verbal and written reports.
- Contribute to SEND review and 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 action plan
- Support with writing and reviewing the school's offer (the SEN information Report) and the Accessibility Plan
- Working with the Director of Inclusion to contribute to the professional development of staff, including whole school INSET provision.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Work with the trust and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements



Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues to secure good teaching for pupils with SEND or a disability, and advise on the graduated approach to SEN support
- 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
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Be aware of the provision in the local offer

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

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.



Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> ➤ Qualified Teacher ➤ National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment ➤ Degree
Experience	<ul style="list-style-type: none"> ➤ Teaching experience including with SEND ➤ Experience of working at a whole-school level ➤ Involvement in self-evaluation and development planning ➤ Experience of conducting training/leading INSET
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 ➤ 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
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