



## SENCO JOB DESCRIPTION

**Post title** SENCO (Special Educational Needs and Disability Coordinator)

**Salary/Grade** Negotiable, dependent on experience

### **Purpose of the job**

Responsible for the leadership and management and the day-to-day provision of the school's SEND (special educational needs and disability) provision, to ensure high quality learning support, effective use of resources and high standards of learning and achievement for all pupils.

### **Key responsibilities and activities**

- Leadership, management and organisation of the SEND team, including any learning support staff, SEND teacher/s and SEND administration.
- Leading the SEND provision to ensure it meets the individual needs of pupils within the school.
- Lead and monitor the use of the Pupil Premium, which is intricately linked to the SEND provision.
- To manage appropriate resources for Special Needs and Learning Support and ensure that they are used efficiently, effectively and safely.
- To develop curriculum resources to ensure that pupils identified on the SEND Register have the required levels of support.
- Maintaining the SEND Register. Ensure that the SEN Register is kept accurate and up to date and that staff are kept informed of pupils' special educational needs and disabilities.
- Lead the implementation of an inclusive curriculum. Within the context of the school's aims and policies, develop and implement learning support policies, plans, targets and practices.
- Ensure curriculum development by the SEND team, including the development and implementation of course outlines, syllabuses and schemes of work where appropriate.
- To support and sustain effective SEND teaching and learning support, evaluating the quality of teaching and standards of pupils' achievement, and setting targets for improvement, allocation of support time and the writing of individual education plans.
- To provide all those with involvement in SEND the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.
- To teach classes and groups as according to timetable and allocated by the line manager/senior team.
- Identify and adopt the most effective teaching approaches when teaching pupils with SEND.

- Liaise with relevant outside agencies to ensure that individual pupil special educational needs are met effectively and that the requirements of statements of special educational need or education health care plans (EHCP) are met fully.
- Ensuring EHCPs are in place for those pupils that would benefit such support.
- Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- Work in collaboration with other staff to ensure that individual education plans are used to set subject-specific targets and match work to pupils' needs.
- Monitor the effectiveness of individual education plans and arrange annual reviews.
- Analyse and interpret relevant national, local and school pupil data, plus research and inspection evidence, practices, expectations, targets and teaching methods.
- Use data effectively to identify pupils who are underachieving and where necessary create and implement effective plans of action to support those pupils and drive improvement.
- Lead the development of a learning support improvement plan as part of the School Improvement Plan, to include staff development and training implications.
- Provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different pupils.
- Work with Directors of Learning and other staff on the implementation of all whole school strategies and initiatives, helping to ensure effective development of pupils' literacy, numeracy and information technology skills.
- Responsible for promoting an inclusive curriculum for pupils with SEND.
- Promote and ensure that all members of staff recognise the statutory responsibilities of SEND provision and general awareness of SEND.
- Coordinating meetings of relevant staff, communicate information to staff and co-ordinate resulting action.
- Monitor the day-to-day management of the learning support work areas, creating a safe, effective and stimulating environment for the teaching and learning of learning support.
- Responsible for the annual SEND support team timetable, to ensure the best use of subject and other expertise.
- Submission of regular monitoring reports as and when necessary. Oversee all administration in relation to SEND.
- Ensure the effective and efficient management and organisation of learning resources, including ICT, allocating available resources with maximum efficiency to meet the objectives of the school and team plans and to achieve value for money and working within a tight budget.
- A thorough understanding and commitment to the Teachers' Standards and the SEND Code of Practice.

*All staff have a duty to:*

- Participate in and support the Performance Management Policy.
- Assist in the development of the School Improvement Plan and its review mechanism.
- Undertake specific duties within the SEND team as agreed with the SENCO.
- Support the school's health and safety and safeguarding policy and procedures.
- Undertake such other duties as reasonably required by the Headteacher or senior team.
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example.
- Take part in school events and extra-curricular activities.
- To manage yourself and your professional relationships well.
- To commit to your own continuing professional development.
- Implement equal opportunities in all aspects of school life.
- Implement all school policies and procedures.
- Promote the welfare and safeguarding of all pupils.
- A commitment to remain up-to-date and familiar with local and national developments, trends and statutory requirements in relation to all areas of the role.

Employees will be expected to comply with any reasonable request from their manager or senior leadership team to undertake work of a similar level that is not specified in this job description.

This job description will be reviewed where necessary and may be subject to amendment at any time after consultation with the post holder to reflect or anticipate changes in the job which are commensurate with the grade and job title. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful applicants must undergo an enhanced DBS check and checked against the DBS Barred List. Offer of employment is subject to the receipt of satisfactory references.



**PERSON SPECIFICATION**

**Position:** SENCO

<b>Qualifications and Experience</b>	<b>Essential</b>	<b>Desirable</b>
1. Qualified Teacher status	✓	
2. Graduate Degree or equivalent	✓	
3. Postgraduate Degree		✓
4. Experience or additional qualifications relevant to the role	✓	
5. Experience or significant success/good track record as a teacher	✓	
6. Relevant experience in the management of a similar setting		✓
7. Experience in a school of similar ethnic/social diversity facing similar challenges		✓
<b>Knowledge, skills and practice</b>	<b>Essential</b>	<b>Desirable</b>
8. Good or Outstanding teaching and learning practice	✓	
9. Skills relevant to the role	✓	
10. Thorough knowledge and understanding of the relevant Key Stages and curricular issues, and an interest in earlier and later years education.	✓	
11. Ability to utilise databases and analyse data to drive improvements in pupil achievement	✓	
12. Able to maintain appropriate records and manage information effectively so that the school is able to account for all aspects of performance to governors and others	✓	
13. Committed to inclusion and to equality of opportunity for all, and to the central role of equalities both in employment practice and in the formation and implementation of policies	✓	
14. Uncompromising commitment to high expectations of pupils, driving excellence in their learning and achievement	✓	

15. Systematic and rigorous evaluation in identifying strengths and weaknesses for improving standards and pupil achievement	✓	
16. Excellent literacy and numeracy skills	✓	
17. Good understanding and commitment to high standards of safeguarding and health and safety	✓	
18. A thorough understanding of the role and an up-to-date knowledge of the relevant subject area, the regulations, and national trends	✓	
<b>Developing self and working with others</b>	Essential	Desirable
19. Committed to CPD for self and others	✓	
20. Uses feedback effectively	✓	
21. Able to relate well to staff and pupils of all backgrounds, and to foster an ethos of mutual respect	✓	
<b>Organisation</b>	Essential	Desirable
22. Highly organised, but flexible	✓	
23. A team player as well as an intuitive individual	✓	
<b>Securing accountability</b>	Essential	Desirable
24. Uncompromising commitment to high expectations and standards, and strongly focused on improvement and outcomes	✓	
25. Uses a variety of tools to monitor progress of self and pupils, including self-review, data and evaluation/feedback	✓	
<b>Strengthening community</b>	Essential	Desirable
26. Committed to raising the achievement and life chances of all pupils, particularly those facing disadvantage. Sound understanding of best practice relating to anti-discrimination, equalities and safeguarding/child protection	✓	
<b>Personal attributes</b>	Essential	Desirable
27. Determination, hard-working, consistent, personal rigour, loyalty and commitment to the school's values, honesty and integrity	✓	
28. Great communication and team working skills	✓	
29. Reflective and willing to adapt to changing situations and ideas	✓	
30. Sound judgement, insight and foresight	✓	

31. Approachable, enthusiastic, inspirational and motivating	✓	
32. Professional with a commitment to observing all policies including safeguarding and confidentiality	✓	

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