

JOB DESCRIPTION – SENCO

Special Educational Needs Co-ordinator (SENCO) Job Role :

- Strategic development of the school's Special Educational Needs (SEND) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN pupil achievement.
- Areas of responsibility and key tasks:
 - Put provision in place to ensure that progress of pupils with SEND improves relative to those without SEND.
 - Ensure that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs.
 - Support all staff in understanding the needs of SEND pupils.
 - Support departmental developments of SEND provision.
 - Monitor progress towards targets for pupils with SEN.
 - Analyse and interpret relevant school, local and national data.
 - Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.

Teaching and Learning

- Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEND.
- Work with staff to develop effective ways of bridging barriers to learning through: - assessment of needs - monitoring of teaching quality and pupil achievement - target setting - Provision Maps - keeping accurate records.
- Collect and interpret specialist assessment data to inform practice.
- Undertake day-to-day co-ordination of SEND pupils' provisions through close liaison with staff, parents and external agencies.
- Work with head teacher, teachers, key stage co-ordinators and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.

Leading and managing

- provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings;
- lead on the performance management process for SEND teachers and Support Assistants;
- advise on and contribute to the professional development of staff, including whole school INSET provision;
- provide regular information to the head teacher and governing body on the evaluation of SEND provision. Effective deployment of staff and resources
- advise the head teacher and governing body of priorities for deployment of staff, and utilise resources with maximum efficiency;
- maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies;

- work with external agencies to maximise resources made available eg. Educational Psychologist, SALT etc.
- Co-ordinate all Annual Reviews and reviews of Individual Education Plans where appropriate and attend / chair when necessary.
- Attend Year 6 Annual Reviews for primary pupils with statements to help facilitate continuity and progression through the development of a transition programme.
- Liaise with Year 5 pupils requiring advice about provision. (Secondary School SENDCO).
- Exercise a key role in assisting the headteacher and governors with the strategic development of SEND policy / provision.

PERSON SPECIFICATION – SENCO

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> ➤ Qualified teacher status ➤ NASENCO- National Award for Special Educational Needs Co-ordination ➤ Degree
Experience	<ul style="list-style-type: none"> ➤ Teaching experience (at least 3 year classroom experience) ➤ Experience of working at a whole-school level ➤ Involvement in self-evaluation and development planning ➤ Experience of conducting training/leading INSET ➤ Experience deploying and managing support staff ➤ Experience of leading support staff appraisals ➤ Experience of writing action plans and contributing to the School Development Plan (SDP)
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 ➤ Ability to action plan and contribute to the whole School Development Plan (SDP) ➤ Effective communication and interpersonal skills ➤ Ability to build effective working relationships with children, staff and parents ➤ Ability to report to governors ➤ Ability to influence and negotiate ➤ Good record-keeping skills

<p>Personal qualities</p>	<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 ➤ Commitment to supporting all school policies
<p>To request additional SEN points, must have:</p>	<ul style="list-style-type: none"> ➤ NASENCO- National Award for Special Educational Needs Co-ordination ➤ At least 3 years as a SENCO in a school setting ➤ Excellent references