



## Special Educational Needs Coordinator (SENCO)

### Job Description

General Duties	
Have overall responsibility for determining the strategic development of SEND policy and provision in the school.	
Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.	
Where a LAC has SEND, ensure effective communication with the relevant designated teacher.	
Advise on the graduated approach to providing SEND support.	
Advise on the deployment of the school's delegated SEND budget and other resources to meet pupils' needs effectively.	
Liaise with the parents of pupils with SEND.	
Liaise with early years providers (where required), other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.	
Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted.	
Liaise with potential next providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned.	
Work with the Headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.	
Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.	
Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.	
Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.	
Have a sound knowledge of how relevant legislation, including the <i>SEND Code of Practice</i> , impacts the school's SEND provision.	
Understand how the needs of pupils with SEND change as they get older.	
Participate in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments to ensure pupils make progress.	

<b>Teaching and Learning</b>	
	Liaise with the headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
	Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.
	Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.
<b>Leadership and Management</b>	
	Coordinate and support the full SEND provision team.
	Support staff members to understand the needs of pupils with SEND.
	Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary.
	Provide professional guidance to staff to secure good quality teaching for pupils with SEND.
	Guide staff in recognising and fulfilling their responsibilities to support pupils with SEND.
	Act as a point of contact and offer advice to staff seeking to learn more about, or develop skills relating to, SEND.
	Ensure the school's SEND provision is inclusive at all levels.
	Contribute to curriculum planning to ensure that it reflects the needs of pupils with SEND.
	Help to cater for the needs of pupils with SEND by contributing to the effective deployment of learning support staff.
	Contribute to the creation of an effective SDP which appropriately considers the needs of pupils with SEND.
	Ensure that learning support staff are supervised effectively to meet the needs of SEND pupils.
<b>Communication</b>	
	Contribute to meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders.
	Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.
	Talk to pupils with SEND and listen to their feedback, with a view to developing a more effective support system.

## Recording and Assessment

Ensure that the school's administrative work for SEND is effectively completed, including the following:

- SEND Register
- Learning support staff timetables
- Provision plans and timetables for pupils
- Local Authority required documentation relating to SEND including for EHCPs
- Contact with outside agencies, e.g. careers and outreach agencies
- The implementation of behaviour support plans by staff and their understanding by pupils

Work with teachers to set challenging targets for raising achievement amongst pupils with SEND.

### Personal Specification

	Essential	Desirable
<b>Qualifications and training</b>	<p>The successful candidate will:</p> <ul style="list-style-type: none"> <li>• Have a degree in a relevant subject.</li> <li>• Have QTS.</li> <li>• Have taught at KS1 and KS2 for at least two years.</li> </ul>	<ul style="list-style-type: none"> <li>• Be a trained first aider.</li> <li>• 'Team Teach' trained</li> <li>• Be familiar with end of Key Stage testing.</li> <li>• Hold the National Special Educational Needs Co-ordination qualification (please note: if you do not hold this qualification, it would be an essential requirement for you to attain this within 3 years of appointment)</li> </ul>
<b>Experience</b>	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> <li>• Working with and caring for pupils with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>• Working in line with expectations in the Ofsted framework regarding effective learning and teaching.</li> <li>• Experience in leading or assisting in the leading of Safeguarding</li> </ul>
<b>Knowledge and skills</b>	<p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an ability to work with pupils and their families in a sensitive and positive way.</li> <li>• Demonstrate a sound knowledge of the SEND Code of Practice and its application.</li> <li>• Evidence that they have experience of behavior management techniques for groups and individuals with SEND.</li> <li>• Show that they have a good understanding of the principles behind school improvement, including school improvement planning, monitoring and reviewing progress.</li> <li>• Make consistent judgements based on careful analysis of SEND data.</li> <li>• Communicate in both written and verbal mediums effectively.</li> <li>• Present clearly a wide range of specialised information to both educationalists and non-educationalists.</li> <li>• Demonstrate a proven ability to work sensitively and effectively with colleagues to help them to improve their everyday classroom practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a greater understanding of how pupils with SEND develop.</li> <li>• Demonstrate a sound understanding of SEND funding on offer.</li> <li>• Support EAL pupils.</li> <li>• Improve current skills and demonstrate a willingness to develop further.</li> </ul>

<p><b>Personal qualities</b></p>	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> <li>• A calm and caring nature.</li> <li>• Excellent verbal and written communication skills.</li> <li>• Excellent time management and organisation skills.</li> <li>• A flexible approach towards working practices.</li> <li>• High expectations of self and professional standards.</li> <li>• The ability to work as both part of a team and independently.</li> <li>• The ability to maintain successful working relationships with other colleagues.</li> <li>• High levels of drive, energy and integrity.</li> <li>• A commitment to equal opportunities and empowering others.</li> </ul> <p>The successful candidate will be:</p> <ul style="list-style-type: none"> <li>• Committed to promoting high quality care of children.</li> <li>• Dedicated to promoting their professional development.</li> <li>• Able to plan and take control of situations.</li> <li>• Capable of handling a demanding workload and successfully prioritising work.</li> <li>• Professionally clear thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• A commitment to contributing to the wider school community.</li> </ul>
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