

# Job description: Special Educational Needs Co-ordinator (SENCo)

## Job details

**Job title:** Special educational needs co-ordinator (SENCO) supporting the school's local Hub offer in ASD provision

**Salary:** MPS/UPS salary + TLR1c

**Hours:** normal STPCD hours

**Contract type:** Full time, permanent position, starting from 1 September 2020

**Reporting to:** Assistant Principal, and the Principal

**Responsible for:** TA's SENCO Administrator; Hub provision staff (and TA's)

## Main purpose

The SENCO, under the direction of the headteacher, will:

- › Determine 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 (K or E) or a disability/IHCP.
- › Model outstanding SEND teaching.
- › Maintain an accurate record of pupils with SEND (K and E) across KS3 and KS5.
- › Implement and embed clear processes in order to identify possible SEND as early as possible.
- › Maintain a provision map and be able to identify impact across the range of interventions.
- › Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- › Actively engage in the development of the school's specialist Hub provision for ADS students in conjunction with the Assistant Principal.
- › The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.
- › Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- › Liaising with key staff involved in of EHA to ensure both internal and external partners have a collaborative approach to identifying early help and seeking various neuro tests.
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- › Working with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. This includes preparing and reviewing the information the governing body is required to be published on a regular basis.

## Duties and responsibilities

### Strategic development of SEN policy and provision

- › Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- › Able to work with professionals providing an independent support role to the family "to ensure that children with SEN receive appropriate support and high-quality teaching"
- › Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- › Ensure the SEN policy is put into practice (through modelling of effective practice, documentation, effective communication and CPD opportunities), and that the objectives of this policy are reflected in the school improvement plan
- › Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- › Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

- › Actively evaluate the impact of the school's specialist Hub provision for ADS students in conjunction with the Assistant Principal.
- › Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- › Contribute to the school improvement plan and whole-school policy
- › Identify training needs for staff and how to meet these needs
- › Share procedural information, such as the school's SEN policy
- › Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- › Carry out access arrangements (subject to relevant qualifications being held) and work with the Examinations Officer to implement these.
- › Lead and manage teaching assistants working with pupils with SEN or a disability/IHCP
- › Lead staff appraisals and produce appraisal reports
- › Review staff performance on an ongoing basis

### **Operation of the SEN policy and co-ordination of provision**

- › Maintain an accurate SEND register and provision map
- › Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- › Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- › Be aware of the provision in the local offer
- › 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, particularly during transfer to and through the school phases.
- › Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

### **Support for pupils with SEN, disability or Individual Health Care Plan (IHCP)**

- › Identify a pupil's SEN need (SEN K or E)
- › 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/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/PLAC, where a looked-after pupil has SEN or a disability
- › Work with both staff both internally and externally, to ensure students with IHCPs's are have plans, are monitored and reviewed regularly.

### **Leadership and management**

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.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal/line manager, Assistant Principal – with overall responsibility for SENCO.

## Other Requirements:

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Be aware of the School's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the school and its commitment to equal opportunities.

## SENCo Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>➤ Qualified teacher status (essential)</li> <li>➤ National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment (or completing within the next two years – essential)</li> <li>➤ Degree essential</li> <li>➤ Any further SENCO qualifications are desirable (e.g. Access arrangement qualifications)</li> <li>➤ Level 2 or 3 ASD training desirable</li> </ul>
<b>Experience (all essential)</b>	<ul style="list-style-type: none"> <li>➤ Teaching experience (a minimum of 3-5 years teaching experience) essential</li> <li>➤ Experience of working at a whole-school level</li> <li>➤ Involvement in self-evaluation and development planning</li> <li>➤ Experience of conducting training/leading INSET</li> <li>➤ Experience of leading TA's support staff and liaising with key external agencies.</li> </ul>
<b>Skills and knowledge (all essential)</b>	<ul style="list-style-type: none"> <li>➤ Exemplary knowledge of the SEND Code of Practice</li> <li>➤ Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>➤ Ability to plan and evaluate interventions</li> <li>➤ Data analysis skills, and the ability to use data to inform provision planning</li> <li>➤ Effective communication and interpersonal skills</li> <li>➤ Ability to build effective working relationships</li> <li>➤ Ability to influence and negotiate</li> <li>➤ Good record-keeping skills</li> </ul>
<b>Personal qualities (all desirable)</b>	<ul style="list-style-type: none"> <li>➤ Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</li> <li>➤ Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>➤ Ability to work under pressure and prioritise effectively</li> <li>➤ Commitment to maintaining confidentiality at all times</li> <li>➤ Commitment to safeguarding and equality</li> <li>➤ Commitment to engage positively with stakeholders (students, parents, external agencies) at all times.</li> <li>➤ Have a positive outlook and be solution focused</li> <li>➤ Be able to lead on assigned projects related to improving standards in teaching and learning in school.</li> </ul>

### Notes:

This job description may be amended at any time in consultation with the postholder.

**Last review date:** February 2020

**Next review date:** February 2021 (as mid term part of PMR review)