



RCS & TSM Partnership



Job Description SENCo across two schools

Name: SENCo
Grade: Main Scale
Reporting to: Head teacher, Senior Leadership Team and Governors

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.

Main purpose:

- 1) To assist in the promotion, direction and strategic development of special educational needs (SEN) policy and provision across the two schools
- 2) Be consistent in the delivery of school's SEN policies and practices in line with the SEND code of practice
- 3) Managing, developing and maintaining high-quality SEN provision
- 4) 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*

*In the context of this job description, pupils with special educational needs are deemed to include:

- Pupils on the School's Special Educational Needs Register;
- Pupils with identified specific learning difficulties;
- Pupils with identified social, emotional and behavioural problems;
- Pupils with medical needs
- Pupils who the Headteacher considers have previously received, for any reason, an inadequate or compromised education

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.

Areas of responsibility and key tasks:

- 1) Strategic development (with the support of the senior leadership team) of SEN policy and provision across the school's partnership
- 2) Have a strategic overview of provision for pupils with SEN or a disability across both schools, monitoring and reviewing the quality of provision
- 3) Maintain accurate SEND registers and provision maps and monitor IEPs
- 4) Support all staff in understanding the needs of SEN pupils and ensure the objectives to develop SEN are reflected in the school development plan
- 5) Monitor progress of objectives and targets for pupils with SEN using a range of monitoring including: pupil voice, pupil books and observations, evaluating the effectiveness of learning and teaching and use these analyses to guide future improvements
- 6) Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- 7) Maintain an up-to-date knowledge of national and local initiatives which may affect the school's SEND policy and practice
- 8) Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Learning and Teaching

- 1) Support the identification of and share the most effective teaching approaches for pupils with SEN using the borough's OAP guidance
- 2) Work with colleagues to develop effective ways to bridge barriers to learning through assessment of needs, monitoring teaching and pupil achievement and target setting (including IEPs).
- 3) Collect, share and analyse specialist assessment data to inform practice

- 4) Be a key point of contact for parents and work with early years' providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- 5) Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the range of strategies/equipment that could be utilised for pupils requiring specialist provision.

Leading and Managing:

- 1) Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes and inclusion for pupils with SEN or a disability
- 2) Work with the Senior leadership team and governors from both schools to ensure that they meet their responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- 3) Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- 4) Analyse assessment data for pupils with SEN or a disability, producing a short term report for Governors
- 5) Provide professional guidance to staff to secure good teaching for SEN pupils, through written guidance, meetings, or whole staff INSETs.
- 6) Contribute to the appraisal process for identified staff
- 7) Manage specified teaching assistants with responsibilities of delivering interventions to SEN pupils e.g. SaLT

Monitoring, Assessment, Planning and Tracking

- 1) Assist in the identification of pupils' Special Educational Needs through observation in the classroom, individual screening and assessment of reports
- 2) Oversee the writing and regular review and updating of Individual Education Plans
- 3) Liaise with external agencies in regard to particular pupils to ensure that the school is providing appropriate support for the child
- 4) Liaise with classroom teachers concerning the needs and progress of individual pupils and to provide advice as appropriate about teaching strategies to assist particular pupils
- 5) Interpret the recommendations of Educational Psychologist, Occupational Therapist and other reports and to disseminate them so that they are effectively implemented in the classroom
- 6) Use data generated by school assessments effectively to inform future pupil progress

Communication and Reporting

- 1) Liaise with parents and carers regarding pupil progress and concerns, and any updates to the IEP, and to be proactive in communication about these issues
- 2) Make recommendations to parents concerning the use of external agencies for identifying SEN
- 3) Write referrals to external agencies, where necessary

Other professional requirements

- 1) Organise and lead annual reviews inviting other professionals to support
- 2) Liaise with other school SENCOs as required.

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 head teacher.