

Job Description

The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

**Safeguarding Duties**

To be fully aware of and understand the duties and responsibilities arising from the Children’s Act in relation to child protection and safeguarding children and young people.

# Job details

**Job title: Special educational needs co-ordinator (SENCO) – non class based**

**Salary:** £29,664 - £41,483 with an additional SEN allowance of £2638 pro rata

**Hours:** two days per week [0.4]

**Contract type:** Part time position

**Reporting to:** Headteacher

* **Responsible for**:the HLTA for SEND and any teaching assistants working with pupils with SEN or a disability

# Main purpose

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

* Determine the strategic development of special educational needs (SEND) policy and provision in the school
* Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability
* Provide professional guidance to colleagues, working closely with staff, parents and other agencies

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.

# 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
* Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
* Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school development 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

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
* Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness where appropriate
* Monitoring and evaluating the effectiveness of interventions and support for students with SEN, through appropriate methods including provision mapping and management systems. Analyse assessment data for pupils with SEN or a disability
* Undertaking the process of applying for Education Health and Care assessment and seeing this process through to final plan.

Support for pupils with SEN or a disability

* Identify a pupil’s SEN
* 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 or 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, where a looked-after pupil has SEN or a disability

Leadership and management

* Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments & access arrangements
* Prepare and review information the governing board is required to publish
* Contribute to the school improvement plan and whole-school policy
* Identify training needs for staff and how to meet these needs
* Lead INSET for staff where appropriate
* Share procedural information, such as the school’s SEND policy
* Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEN or a disability
* Lead and manage the HLTA for SEND and any teaching assistants working with pupils with SEN or a disability
* Complying with any reasonable request from the headteacher to undertake work of a similar level that is not specified in this job description

**Personal Specification**

|  |  |
| --- | --- |
| **criteria** | **qualities** |
| **Qualifications  and training** | * Qualified teacher status * National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment * Degree |
| **Experience** | * Teaching experience * Experience of working at a whole-school level * Involvement in self-evaluation and development planning * Experience of conducting training/leading INSET * Experience of managing safeguarding concerns within a school |
| **Skills and knowledge** | * 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 * Effective communication and interpersonal skills * Ability to build effective working relationships * Ability to influence and negotiate * Good record-keeping skills |
| **Personal qualities** | * 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 * Ability to work as a part of a team |