



CHRIST CHURCH CE PRIMARY SCHOOL

A voluntary Aided Church of England Primary School in Battersea

JOB DESCRIPTION

Special Educational Needs Co-ordinator (SENCo) - 0.6fte

Responsible to: Headteacher, Deputy Headteacher

In addition to the General Professional duties set out in the School Teachers' Pay and Conditions Document (2019), the following duties are attached to this post:

Safeguarding and Inclusion

1. To be individually responsible for promoting and safeguarding the welfare of children s/he is responsible for, or with whom s/he comes into contact.
2. To support the distinctive ethos of a Church of England school.
3. To teach both inside and outside; in the school gardens and beyond.
4. To take account of each child's home language and culture ensuring this is reflected in displays, materials and throughout the curriculum.
5. To provide a safe, welcoming and positive atmosphere for parents that will establish strong links with the School.
6. To comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection and to ensure that the worker's line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.
7. To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organization.

Duties and Responsibilities

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

8. Determine the strategic development of special educational needs (SEN) policy and provision in the school.
9. 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.
10. Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
11. Be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

Strategic Development of SEN Policy and Provision

12. Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
13. Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability.
14. Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan.
15. Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
16. 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

17. Maintain an accurate SEND register and provision map.
18. Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support.
19. Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
20. Work with Early Years providers, other schools, Educational Psychologists, Health and Social care Professionals and other external agencies.
21. Be a key point of contact for external agencies, especially the local authority.
22. Analyse assessment data for pupils with SEN or a disability.

London Borough of Wandsworth



23. Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.

Support for Pupils with SEN or a Disability

24. Identify a pupil's SEN.
25. Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness.
26. Secure relevant services for the pupil.
27. Ensure accurate and up-to-date records are maintained on SIMS.Net and ensure that all staff are aware of this system of record keeping for SEN.
28. Review the education, health and care plan with parents or carers and the pupil.
29. Communicate regularly with parents or carers.
30. Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
31. Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
32. Work with the designated staff for looked-after children, where a looked-after pupil has SEN or a disability

Leadership and Management

33. 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.
34. To provide information to Governors about the implementation of SEN provision within the School, as required.
35. To encourage the link SEN Governor to be actively involved in developing SEN provision within the School.
36. Contribute to the school improvement plan and whole-school policy
37. Identify training needs for staff and how to meet these needs staff to ensure SEN provision is carried out effectively and provide up-to-date information on any changes to SEN legislation at staff briefing.
38. Be aware of the content of the SEN National Curriculum Primary Handbook, in order to share procedural information.
39. Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
40. Lead and manage teaching assistants working with pupils with SEN or a disability.

Continuing Professional Development

41. To be an active member of a learning team.
42. To be pro-active in identifying areas for career and self-development.

PERSON SPECIFICATION

JOB TITLE: SENCo

ESSENTIAL QUALIFICATIONS:

To have QTS status

National Award for SEND Co-ordination or a willingness to complete this.

To hold either a BEd, PGCE, Certificate in Education or equivalent.

Essential Criteria:

- To have relevant experience and proven ability to:
 - Plan and regularly assess learning based on the National Curriculum requirements for KS1/KS2
 - Carry out end of KS1 assessment (SATs)
 - Employ effective teaching strategies
 - Demonstrate an ability to set up and maintain a high quality and purposeful learning environment
 - Teach, develop and extend children's reading.
 - Manage other adults to support learning in the classroom
- To demonstrate proficiency to teach and embed:
 - A system of Assertive Disciplines
 - Sound routines for managing children
- Ability to employ strategies that will involve parents in their children's learning at home and at school
- Sound IT skills (Word, Excel, electronic communication and media)
- Ability to use IT and electronic media as a tool for learning

SEN related:

- Evidence previous professional development and/or experience in the area of special educational needs.
- To have a sound working knowledge of the SEND Code of Practice including experience of the CAF and MAP (Multi-Agency Planning) processes as they relate to SEN provision in schools.
- To be able to liaise effectively with a wide range of external agencies
- Ability to train teaching and support staff in a range of intervention programmes to support special educational needs.
- 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

Desirable Criteria:

- Relevant experience and ability to facilitate curriculum development.