

## ***Job Description and Person Specification*** **Special Educational Needs Coordinator**



<b>Job title</b>	SENCo	<b>Reports to</b>	Headteacher
<b>Name</b>		<b>Location</b>	The Churchill School
<b>Grade</b>		<b>Date</b>	February 2018

### **OVERALL RESPONSIBILITY:**

- To lead, manage, develop and maintain high quality SEN provision which enables quality teacher, excellent learning outcomes and success for all pupils;
- To model effective teaching, to coach and train colleagues and to teach across the school;
- To keep all aspects of paperwork including records and policies up-to-date and actioned, as appropriate.

### **KEY ACCOUNTABILITIES:**

**Strategic direction and development of SEN provision in the school**, with the support of and working with the Assistant Headteacher for Pupil Welfare, to:

- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum.
- Support all staff in understanding the needs of SEN pupils.
- Devise and promote plans to ensure the needs of pupils with SEN are met and that they are reflected in the School Improvement Plan.
- Regularly monitor progress against targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements.
- Analyse and interpret relevant school, local and national information relating to pupils with SEN and advise the Headteacher on the level of resources required to maximise achievement.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEN.
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately.
- Ensure that pupils with SEN are enabled to share their views and that these are acted upon appropriately.

### **Teaching and Learning – to :**

- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEN.
- Collect and interpret specialised assessment data on SEN to inform practice.
- Work with pupils, class teachers, Assistant Headteachers and Deputy Headteacher to ensure realistic and challenging expectations of pupils with SEN.
- Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEN.

### **Leading and Managing Staff – to :**

- Achieve constructive working relationships and establish opportunities for the SENCO, SENCo, teaching assistants and other teachers to review the needs, progress and targets of pupils with SEN.
- Provide regular information to Senior Leadership Team (SLT) and Governors on the effectiveness of SEN provision and outcomes.

- Advise and contribute to all aspects of SEN training to ensure the professional development of staff.

**Parents, the Community and Extended Schools – to :**

- Play a full part in the life of the school community.
- Work with parents and families who have a child with SEN offering support and guidance.
- Encourage parents to participate in the life of the school in a variety of ways.

**Managing Own Performance and Development :**

- Demonstrate resilience and resourcefulness.
- Take responsibility for own professional development.
- Participate in the school's appraisal and professional development scheme, ensuring that objectives are set and met within the agreed time-scale.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

**Use of Resources – to :**

- Identify appropriate resources to promote and support the achievements of SEN children and ensure they are used efficiently, effectively and safely.
- Oversee and monitor appropriate budget allocations in liaison with the Headteacher and School Business Manager.

**Additional Responsibilities and General Requirements – to :**

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him / her by the Headteacher.
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination.
- Attend and participate in relevant training, sharing the knowledge and ideas gained with colleagues.

This job description is subject to the Conditions of Employment contained within the School Teachers' Pay and Conditions Document.

## Person Specification

		Essential
<b>Qualifications</b>	Formal Teaching Qualification recognised by the DfE	✓
	Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc.	✓
	Have gained or be working towards the National qualification for SENCOs or other appropriate experience/qualifications.	✓
	Experience as a mentor, coach or performance management team leader	
<b>Experience / Skills</b>	Proven track record as a successful teaching practitioner within a whole class setting.	✓
	Experience of successful leadership and management within a school or other educational setting.	✓
	Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school.	✓
	Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with Statements as well as those without.	✓
	Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child.	✓
	Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Children's Services.	✓
	Experience of inter-agency work.	✓
	Experience in working with children with EAL	
	Experience in working with children with SEN	✓
	Excellent written and oral communication skills.	✓
<b>Experience / Skills</b>	Excellent presentation and inter-personal skills.	✓
	Excellent time and task management skills.	✓
	Ability to work under pressure and to deadlines.	✓
	Ability to use data effectively in setting targets.	✓
	Have an awareness of the new Professional Standards for	✓

	teachers.	
	Preferably to have taught in more than one primary school.	
<b><i>Personal Qualities</i></b>	To have high expectations	✓
	To be able to promote the ethos of the school	✓
	Ability to relate well to children and adults.	✓
	Ability to lead, motivate and influence others.	✓
	To have excellent time management skills.	✓
	To have a sense of humour.	✓
	To show commitment to sustain excellent attendance at work.	✓
<b><i>Approach to work</i></b>	A commitment to child-centred education	✓
	To show a commitment to working in partnership with parents, governors, and the LA to provide the best education possible for our pupils	✓