**Vigo Village School**

**Special Educational Needs Co-ordinator (SENCo)**

**Overall Responsibility**

* To be responsible, on a day-to-day basis, for the provisions made by the school for pupils with Special Educational Needs.
* To be responsible, on a day-to-day basis, for the provisions made by the school for Looked After Children.
* To provide professional guidance and support for staff in relation to issues of Special Educational Needs.
* To ensure that the school’s SEN policy is clear, reflecting current practice.
* To adhere to the SEN Code of Practice.
* To contribute to the safeguarding and promotion of the welfare and personal care of all children at the school.
* To be familiar with and comply with all relevant school policies and procedures.
* To liaise with outside agencies to provide support for staff and pupils when appropriate.

**Section 1 - Duties**

**Leadership**

1. Play a major role in the school’s middle management leading the SEN team and assisting the Head teacher in creating a vision, sense of purpose and pride in the school and the SEN provision.
2. Contribute to the achievement of whole-school aims, and the effective implementation of school policies and practices.
3. Make a positive contribution to the school aim that pupils should have access to a broad, balanced and relevant curriculum.
4. Establish good constructive working relationships among SEN staff.
5. Identify and applaud areas of success for individual staff or pupils.
6. Effectively lead a team of staff responsible for supporting, and improving the quality of learning for pupils with SEN.
7. Ensure that all members of staff are aware of their statutory responsibility in regard to SEN pupils - offering support and advice on how to meet their responsibilities where appropriate.
8. Liaise with other staff on the effective deployment of teacher assistants or class helpers.
9. Provide the necessary training opportunities for teachers and teacher assistants in conjunction with the CPD co-ordinator.
10. Advise the head teacher on the appointment of teacher assistants to support pupils with SEN.
11. Identify appropriate resources needed to meet the needs of SEN pupils, and advise the Head teacher on the appropriate budgetary expenditure.
12. In conjunction with the head teacher, write and review the school’s SEN policy.
13. Ensure that effective systems are in place to identify and meet needs of SEN pupils, and that they are co-ordinated, monitored, evaluated and reviewed.
14. Set the standard and provide examples of best practice for other teachers in identifying, assessing and meeting the needs of pupils’ SEN.
15. Take responsibility for deciding when to consult with others, including external agencies.
16. Identify and work with families who may benefit from the Early Help process. In conjunction with the Early Help coordinator and support from the Parent Support Officer, provide actions to meet the family’s needs.
17. Contribute towards the annual revision of the School Self-Evaluation Form (SEF), ensuring areas of responsibility have accurate data and information.
18. Prepare and lead school assemblies.
19. Report to the school governors on an annual basis about the provision for SEN as well as the success in meeting objectives and targets, as well as professional development issues.
20. Meet all TAs at least once per term, and more often when needed, to discuss children's specific needs and to support good practice in the department

**Teaching and Managing Pupil Learning**

1. Identify and disseminate the most effective ways of teaching SEN pupils, both in the case of individual pupils and for SEN pupils in general.
2. To ensure Quality First Teaching and ensure that suitable learning challenges are in place for pupils.
3. Support developments in the teaching and learning of literacy, numeracy and information and communication technology skills, as well as access to wider curriculum for SEN pupils.
4. Identify and develop study skills which will support SEN pupils in their ability to work more independently and learn more effectively.
5. Analyse and interpret relevant research and inspection evidence using the findings to inform the SEN policy, practices, expectations, targets and teaching methods used within the school.
6. Work with pupils and all relevant members of staff to ensure realistic expectations for both behaviour and attainment are set for SEN pupils.
7. Support staff in identifying pupil ability by subject area to enable setting or group teaching in subject areas.

10. Support members of staff in understanding the learning needs of SEN pupils, and of the importance of rewarding success as a way of raising their attainment.

11. Deliver high quality teaching as required, as well as undertaking the professional responsibilities associated with meeting the educational needs of the pupils, along with contributing to the life of the school as a whole.

12. Oversee the pupils’ general welfare and deal with incidents related to their behaviour and well-being.

**Monitoring, Evaluation and Review**

1. Monitor the effective use of teaching and learning activities across the School to meet the needs of SEN pupils.
2. Develop provision maps and use assessment processes to monitor pupils’ progress, help set targets and use outcomes to inform written and verbal feedback to parents.
3. Maintain an up-to-date register of pupils with SEN and relay these names to the rest of the staff.
4. Analyse and interpret all sources of relevant data, using the findings to inform the SEN policy, practices, expectations, targets and teaching methods used within the school.
5. Devise, implement and evaluate systems for identifying, assessing and reviewing pupils’ SEN in relation to the school’s SEN policy.
6. Provide regular information to the head teacher on the evaluation of the effectiveness of the provision for SEN pupils.
7. Monitor the progress made in the achievement of set objectives and targets for SEN pupils making use of this information to assist in the evaluation of the effectiveness of present teaching and learning strategies, and use the analysis to guide further improvement.
8. Monitor the progress made in the achievement of set objectives and targets for SEN pupils and those from Vulnerable Groups, making use of this information to assist in the evaluation of the effectiveness of present teaching and learning strategies, and use the analysis to guide further improvement.
9. Ensure that relevant members of staff are aware of the importance of contributing to the implementation of Personal Provision Plans and that following any review, appropriate strategies are undertaken.

**Liaison and Communication**

1. Attend parents’ consultation evenings to address issues related to SEN pupils.
2. Be responsible for the development of effective liaison between schools, ensuring continuity of support offered to SEN pupils when transferring from one school to another.
3. Develop effective liaison with external agencies ensuring maximum support for SEN pupils.
4. Attend Local Inclusion Forum Team (LIFT) meetings as a mutually supportive environment in order to gain further specialist support for Vigo pupils in addition to liaising and learning from others on the team.
5. Attend and organise review meetings, leading the formulation and planning for the implementation and review of SEN, contacting and arranging a mutually agreeable date for all parties.
6. Communicate to other members of staff good practice in the teaching and care of SEN pupils.
7. Make, where appropriate, referrals to the appropriate outside agencies for specialist support. Occupational Therapists, Speech Therapists, School Nurse.
8. Develop and maintain effective communication between parents and the school, providing information to parents about strengths and needs, specific concerns, level of need, targets, provision, attainments and progress.
9. Communicate information effectively, at all stages of the pupil’s education, with the LEA, external agencies, parents and other schools.
10. Provide helpful and accurate responses to parent and carers enquiries.
11. Support all members of staff by facilitating the sharing of key information which allows them to bring about improvements in teaching and learning of SEN pupils.
12. Effectively Chair review meetings and case conferences, for example PEP meetings
13. Develop links with SENCOs in other schools by attending SENCo Forum meetings and AEN updates in order to share good practice and expertise and to keep up-to-date with current legislation and knowledge
14. Undertake the role of Looked After Children co-ordinator (training to be provided if required).
15. Ensure all relevant information regarding policy and practice regarding SEN (including detailing Mainstream Core Standards) is clearly stated on the schools’ website.
16. Ensure that each member of staff is kept fully informed of any reports or assessments from paediatricians, specialist teachers and other professionals by keeping and sending out updated log of recommended strategies, referrals and other significant issues.

**Resources**

1. Advise the head teacher and governing body of likely priorities for expenditure for the SEN provision.
2. Allocate SEN resources, with maximum efficiency - ensuring value for money.
3. Take responsibility for the SEN budget.
4. Organise and co-ordinate the deployment of learning resources and monitor their effectiveness.
5. Maintain and develop the stock of resources.
6. Ensure a safe teaching and learning environment for all in which risks have been properly assessed.
7. Oversee the maintenance of an inventory of all stock and carry out an annual stock audit.

Health and Safety

1. Obtain a nationally recognised First Aid Certificate and attend suitable refresher courses in order to keep qualifications up to date.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety and Welfare.

**Continuing Professional Development - Personal**

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.

2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

4. Maintain a professional portfolio of evidence to support the appraisal process - evaluating and improving own practice.

**Continuing Professional Development - Staff**

1. Implement yearly TA reviews and teaching observations covering in-class support and intervention work. Feedback to TAs and liaise with the head teacher on outcomes
2. Contribute to TAs' CPD by arranging in-house training and development to keep TAs' abreast of current thinking and research.

This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Head teacher or the incumbent of the post. The post holder will also be expected to lead assemblies and to carry out gate and break-time duties.

Vigo Village School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and post holders to share this commitment.

Signed ………………………..…………………………… Post Holder Date ……………………

Signed ………………………..…………………………… Head teacher Date ……………………