

## SENCO Job Description

All job descriptions are current at the date shown, but following consultation with you, may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

### Specific Duties

<b>Post</b>	<b>Special Educational Needs Coordinator (SENCO)</b>
<b>Specific Duties</b>	<ul style="list-style-type: none"> <li>• Determine the strategic development of special educational needs (SEN) policy and provision in the school</li> <li>• 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</li> <li>• Provide professional guidance to colleagues, working closely with staff, parents and other agencies</li> <li>• The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD</li> </ul>
<b>Contract Type</b>	Full-Time permanent contract
<b>Line Management</b>	Line managed by the Headteacher

### Generic Responsibilities

<b>Responsibilities</b>	<p><b>Strategic development of SEN policy and provision</b></p> <ul style="list-style-type: none"> <li>• Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision</li> <li>• Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability</li> <li>• Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)</li> <li>• Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice</li> <li>• Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective</li> </ul> <p><b>Operation of the SEN policy and co-ordination of provision</b></p> <ul style="list-style-type: none"> <li>• Maintain an accurate SEND register and provision map</li> <li>• Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support</li> <li>• Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment</li> <li>• Be aware of the provision in the local offer</li> <li>• Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies</li> <li>• Be a key point of contact for external agencies, especially the local authority (LA)</li> <li>• Analyse assessment data for pupils with SEN or a disability</li> <li>• Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness</li> </ul> <p><b>Support for pupils with SEN or a disability</b></p> <ul style="list-style-type: none"> <li>• Identify a pupil's SEN</li> <li>• Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness</li> <li>• Secure relevant services for the pupil</li> <li>• Ensure records are maintained and kept up to date</li> <li>• Review the education, health and care plan (EHCP) with parents or carers and the pupil</li> </ul>
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	<ul style="list-style-type: none"> <li>• Communicate regularly with parents or carers</li> <li>• Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil</li> <li>• Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities</li> <li>• Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability</li> </ul> <p><b>Leadership and management</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Prepare and review information the governing board is required to publish</li> <li>• Contribute to the school improvement plan and whole-school policy</li> <li>• Identify training needs for staff and how to meet these needs</li> <li>• Lead INSET for staff</li> <li>• Share procedural information, such as the school's SEN policy</li> <li>• Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability</li> <li>• Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability</li> <li>• Lead staff appraisals and produce appraisal reports</li> <li>• Review staff performance on an ongoing basis</li> </ul>
<b>Communications and Meetings</b>	<ul style="list-style-type: none"> <li>• To alert Subject Leaders and Tutors/Directors of Key Stages to problems arising with individual students in accordance with whole school policies</li> <li>• To participate actively in meetings with colleagues and parents</li> <li>• To attend CPD sessions as agreed with your line manager</li> </ul>
<b>Additional Duties</b>	<ul style="list-style-type: none"> <li>• To undertake whole School duties as outlined each year</li> <li>• To continue personal development as agreed at appraisal</li> <li>• To engage actively in the performance review process</li> <li>• To address the appraisal targets set by the line manager</li> <li>• To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above</li> <li>• To play a full part in the life of the School community, to support its distinctive aim and ethos and to encourage staff and students to follow this example</li> <li>• To promote actively the School's corporate policies</li> <li>• To comply with the School's Health and Safety policy and undertake risk assessments as appropriate</li> <li>• To show a record of excellent attendance and punctuality ▪ To adhere to the School's policies.</li> </ul>
<b>Responsible For</b>	<b>SEN Teaching Assistants</b>
<b>Liaising With</b>	Headteacher, Senior Leadership Group, Extended Leadership group, Subject Leaders and relevant staff with cross-School responsibilities, relevant non-teaching support staff, parents, Governors and outside agencies as required.
<b>Disclosure Level</b>	<b>Enhanced</b>

