

St Gregory's Catholic Primary School

SENCo Job Description



Post Holder:	
<p><i>The description of the duties, responsibilities and accountabilities for the post of SENCo at St Gregory's Catholic Primary School. This is a part time role which is non class based.</i></p>	
Responsibility Areas	<ul style="list-style-type: none"> ▪ Determine the strategic development of special educational needs (SEN) policy and provision in the school ▪ 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 ▪ Provide professional guidance to colleagues, working closely with staff, parents and other agencies ▪ The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD
Accountabilities	Work within the Catholic Ethos and the teachings of Christ.
	Implement agreed school policies and guidelines.
	<p>Strategic development of SEN policy and provision</p> <ul style="list-style-type: none"> ▪ 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 ▪ Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP) ▪ Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice ▪ Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
	<p>Operation of the SEN policy and co-ordination of provision</p> <ul style="list-style-type: none"> ▪ 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 ▪ Analyse assessment data for pupils with SEN or a disability ▪ Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
	<p>Support for pupils with SEN or a disability</p> <ul style="list-style-type: none"> ▪ Identify a pupil's SEN ▪ Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness

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		<ul style="list-style-type: none"> ▪ Secure relevant services for the pupil ▪ Ensure records are maintained and kept up to date ▪ Review the education, health and care plan (EHCP) with parents or carers and the pupil ▪ Communicate regularly with parents or carers ▪ Ensure 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
		<p>Leadership and management</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ Share procedural information, such as the school's SEN 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 teaching assistants (TAs) working with pupils with SEN or a disability ▪ Lead staff appraisals and produce appraisal reports ▪ Review staff performance on an ongoing basis
		<p>General Duties:</p> <ul style="list-style-type: none"> ▪ Provide information to the Academy Principals/Teachers as appropriate, to enable them to carry out their role. ▪ Adhere to the school health and safety policy, GDPR & safeguarding policy and procedures. ▪ Undertake any other reasonable duties, as requested by the Academy or Executive Principals.
Accountable to	Academy Principal	
Salary range	MPS	
Signed	Date:	

St Gregory's Catholic Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

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Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment • Degree 	
Experience	<ul style="list-style-type: none"> • Teaching experience across the primary phase • Experience of working at a whole-school level 	<ul style="list-style-type: none"> • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET
Knowledge and Understanding	<p>Sound knowledge of the SEND Code of Practice</p> <p>Understanding of what makes 'quality first' teaching, and of effective intervention strategies</p> <p>Effective communication and interpersonal skills</p> <p>Knowledge and understanding of Safeguarding & data protection and confidentiality issues</p>	<p>Knowledge of relevant legislation and government initiatives and how that relates to the curriculum within the school</p>
Skills	<ul style="list-style-type: none"> • Communication skills to influence, persuade, motivate and engage with a wide range of children, young people and their families • Interpersonal skills to form and maintain positive working relations with individuals and outside agencies • Ability to build relationships with pupils, their families, colleagues, and other education/healthcare professionals and partner organisations • Listening skills to support children, young people and their families through understanding their point of view in a non-judgmental approach • Creative skills to develop a range of different options and alternatives that will support children and young people to engage in the learning process • Analytical skills to interpret information, determine different options for action and feasibility of proposals to solve difficult problems • Ability to plan and evaluate interventions • Good record-keeping skills 	<ul style="list-style-type: none"> • Initiative to plan and prioritise the work of the service, and make decisions to deliver the service in the most appropriate way to achieve the best outcomes for pupils • Organisational skills to manage time effectively, meet potentially conflicting deadlines and work without close supervision

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