

**FOLKESTONE ST. MARY’S CHURCH OF ENGLAND PRIMARY ACADEMY**

**JOB DESCRIPTION AND PERSON SPECIFICATION**

**Special Educational Needs Co-ordinator**

**The Role:** The Special Educational Needs Co-ordinator (SENCo) is responsible for the implementation of the SEND policy across the whole academy.

**Reporting:** The SENCo reports to the Head Teacher throughout the interim period on pupils, organisation of resources and impact of provision.

**Responsibilities as SENCO:**

Key Responsibilities

* Lead and support inclusive classroom practices across the school.
* Support staff in adapting and differentiating provision to meet diverse needs.
* Work collaboratively with the Lead SENCo and SLT on strategic SEND priorities.
* Monitor and evaluate SEND provision and pupil progress.
* Provide guidance on the new Kent SEND funding model and its implementation.
* Support the deployment and development of additional adults (e.g. Teaching Assistants).
* Contribute to preparing the school for the new Ofsted inspection framework.
* Model and promote the school’s Christian values of Friendship, Compassion, Forgiveness, and Service in all aspects of SEND leadership.
* Uphold the highest standards of safeguarding in line with KCSIE.

Leadership

* To provide strategic direction in regard to SEN provision throughout the school.
* To ensure that the SEND policy is compliant and being effectively administered.
* To monitor the quality of SEN support delivered both by Learning Support Teachers and by Classroom Teachers.
* To maintain the SEND register of pupils.
* To ensure that there are effective systems of communication to Classroom Teachers concerning pupils’ needs and progression.
* To liaise with the Leader responsible for Inclusion and the Senior Leadership Team concerning pupils’ needs and welfare.
* To ensure the smooth transition of pupils with SEND from the nursery through to secondary placement.
* To liaise with all relevant staff about individual pupils and the development of school policy in regard to matters of SEND.
* To ensure effective deployment of Teaching Assistants.
* To ensure that awareness of SEND issues is maintained across all of the Teaching staff.
* To liaise with the Inclusion Leader concerning arrangements for other vulnerable groups of pupils and the effectiveness of provision mapping.
* To co-ordinate arrangements for exams (school and external exams) for pupils who are entitled to extra time, reading assistance and scribing.
* To attend pupil progress meetings in order to bring SEND issues to the agenda of that group.

Teaching and Learning

* To support children in regard to learning difficulties as they apply to literacy, numeracy, written expressive language, comprehension and essay writing skills, study skills, personal organisation and conduct.
* To use a variety of methods and approaches to ensure effective progression for pupils and to use the assessment of pupils’ progress to inform future planning.
* To provide in-class support for pupils with identified needs.
* To support pupils in regard to exam preparation (both school exams and external exams) and to assist in the provision of reading assistance and scribing for specified pupils.
* To model effective teaching to coach and train colleagues and to teach across the school.

Monitoring Assessment, Planning, Tracking and Accountability

* To assist in the identification of pupils’ Special Educational Needs through observation in the classroom, individual screening and assessment of reports.
* To ensure that provision maps are up to date and reflect an accurate picture of the SEND provision.
* To liaise with external agencies in regard to particular pupils to ensure that the school is providing appropriate support for the child.
* To liaise with classroom Teachers and Senior Leaders concerning the needs and progress of individual pupils and to provide advice as appropriate about teaching strategies to assist particular pupils.
* To interpret the recommendations of Educational Psychologist, Occupational Therapist and other reports and to disseminate them so that they are effectively implemented in the classroom.
* To analyse data generated by school assessments effectively to inform future pupil progress, amend provision and provide effective intervention.
* To be accountable to the good progress of all pupils with identified SEND and ensuring they progress at the same rate as their peers nationally.
* To develop the academy’s systems for recording SEND information in Arbor.

Communication and Reporting

* To produce termly reports for parents on the pupils receiving support for SEND.
* To liaise with parents and carers concerning pupil progress and concerns and be proactive in communication about these issues.
* To make recommendations to parents concerning the use of external agencies for identifying SEN.
* To build effective relationships with the professional community to ensure the academy receives a good service.

Professional Knowledge and Development

* To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and of the academy’s curriculum and policies.
* To participate in INSET provided by the academy and where appropriate, to lead INSET on SEND issues.
* To set realistic, measurable and achievable personal targets as part of appraisal in consultation with the Head Teacher/Phase Leader.
* To look for external INSET opportunities that further professional development and fulfil the training targets agreed during appraisal.

Responsibilities as a Teacher

* To have high expectations whilst taking into account the ability range of the pupils.
* To contribute to reports and be available to attend parent consultation evenings.
* To take a full and fair part in the management of break times.
* To attend school and year group assemblies, staff meetings and pastoral meetings.
* To take part in organising and supervising educational visits with particular regard to the wellbeing of children with special needs. To make an active contribution to whole school events and to support its wider work as appropriate.

**Personal Specification:**

Essential Criteria

* Qualified Teacher Status (QTS).
* National Award for SEN Coordination (or working towards it).
* Significant experience in developing inclusive classrooms and inclusive practice.
* Proven ability to support staff in adapting provision for SEND pupils.
* Experience in preparing schools for the new Ofsted inspection framework.
* Strong understanding of SEMH needs and effective strategies to support pupils.
* Commitment to safeguarding and promoting the welfare of children.
* A commitment to the inclusive Christian ethos of the school and an understanding of how Christian values can shape inclusive practice.

Desirable Criteria

* Thrive Practitioner certification.
* ‘This Is Me’ training.
* Trained Mental Health Lead (or willing to undertake DfE funded training).
* Experience working in a Church of England School or similar setting where Christian values underpin the school culture.