



**The
John Wallis**
Church of England Academy



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National Nurturing
School Award
2025



Job Description

Job Title:	Primary School SENCO
Reports to:	Director of Inclusion
Responsible for:	HNF Teaching Assistants
Salary range:	MPS plus TLR
Contract:	Full time, term-time only, Teachers T&C

Main purpose of the role:	<p>The SENCO, with the support of the Director of Inclusion and wider Senior Team takes responsibility for the day-to-day operation of provision made by the relevant phase of the Academy for pupils with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and learning</p> <p>The key task of the SENCO is to ensure that Special Educational Needs (SEN) provision is both efficiently and effectively led and managed. The range of responsibilities delegated to the SENCO with regard to provision and co-ordination is outlined below. It is expected that all legal and statutory requirements are met for pupils with SEN via the SENCO. The SENCO will work with the Director of Inclusion and wider Senior Team to develop a strategic approach to raise the attainment and achievement of all pupils, including those with SEN, in the relevant phase of the Academy.</p>
Main duties:	<ul style="list-style-type: none"> · Contributing to the strategic direction and development of SEN provision. Meeting with the Director for inclusion and using your knowledge, skills and expertise to support the director in strategically planning for improvement across all schools. · Teaching and learning: All SENCO's across the school have some teaching responsibility, usually within the inclusion departments, for example delivering interventions and teaching catch up classes. As well as this SENCO's will be expected to attend parents evenings and other school events · Leading and managing staff as part of the wider inclusion team such as learning mentors, teachers and any other inclusion staff as appropriate to pupils need. · Efficient and effective deployment of staff and resources: To plan for how staffing resources will be used to meet statutory requirements as well as provide support and guidance to all pupils on the SEN register. · Statutory SEN requirements: All SENCOs are responsible for ensuring pupils under their care have all statutory requirement met such a annual reviews, plan do review cycles and provision planning. In addition to the statutory requirements SENCO's will also apply for funding to ensure the school can financially support provision.

Principal:
Mr Damian McBeath

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	<ul style="list-style-type: none"> · Undertake any other duties, which from time to time may be required and be relevant and commensurate with the role, as deemed necessary by the Principal.
	<p><u>Strategic Leadership</u></p> <p>The post holder will be expected to:</p> <ul style="list-style-type: none"> · work with other senior leaders in the collection of baseline data, pupil assessments, monitoring of progress and maintenance of records of all pupils; · ensure effective systems of communication, including feedback about pupils' learning, to inform future planning; · monitor the quality of SEN support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are co-ordinated, evaluated and regularly reviewed; · ensure that the objectives of the SEN policy are reflected in the school improvement plan. Liaise with and co-ordinate the contribution of external agencies; · ensure the Academy is aware of all new national and local initiatives which may impact upon policy and practice; · maintain a high level of involvement of the pupils and parents/carers, in liaison with subject staff and the Primary Senior Leadership Team.
	<p><u>Teaching and Learning</u></p> <p>The post holder will be expected to:</p> <ul style="list-style-type: none"> · influence the teaching and learning policy to promote inclusive quality first teaching; · lead INSET regularly and where appropriate; this may include chairing and being part of working parties; · provide opportunities for observation of colleagues/visits to other schools in order to share best practice; · collect and interpret specialist assessment data gathered on pupils and use to inform practice and policy; · work with pupils, subject leaders, class teachers with pastoral responsibilities to ensure realistic expectations of behaviour and achievement are set for pupils with SEN; · support developments and initiatives to improve standards in literacy and numeracy, as well as access to the wider curriculum; · oversee and monitor the quality of provision maps, PEP, PSP and PPP, and maintain detailed information for subsequent meetings with parents; review PEP, PSP and PPP at least three times a year with parents, pupils and teachers, and agree new targets. · support the Director of Inclusion in meeting statutory responsibilities for EHCP's and their Annual Reviews and funding relevant to meeting students' needs (i.e. HNF). · lead the Annual Review meetings for pupils with EHCP's;

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	<ul style="list-style-type: none"> · liaise with the Director of Inclusion to ensure Educational Psychology reports are up to date and provision for pupils with special needs for all examinations is identified and met.
	<p><u>Leadership and Management of staff</u></p> <p>The post holder will be expected to:</p> <ul style="list-style-type: none"> · manage all staff within the SEN department in the relevant phase; · advise the Director of Inclusion on all staffing matters within the department; · appraise all departmental colleagues on an annual basis; · identify the training needs of staff and organise/coordinate INSET to be delivered as required to all staff; · disseminate procedural information, such as recommendations of the SEN Code of Practice (DfES, 2001) and the Academy’s SEN policy; · ensure the establishment of opportunities and expectations for SEN Teaching Assistants to review the needs, progress and targets of pupils with learning difficulties; · provide regular information to the Director of Inclusion, and Governing Body on the evaluation of the effectiveness of provision for pupils with SEN, to inform whole school decision-making and policy review; · have effective knowledge of, and training in, specific areas of SEN (e.g. autism, dyslexia). · organise and coordinate the work of colleagues to ensure the appropriate deployment of learning resources including ICT; · maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the Primary phase of the Academy.
	<p><u>Pastoral Role</u></p> <p>The post holder will be expected to:</p> <ul style="list-style-type: none"> · monitor and support the overall progress and development of pupils with SEN; · monitor attendance of pupils with SEN, together with their progress and performance in relation to targets set for each individual, ensuring that follow up procedures are adhered to and that appropriate action is taken where necessary; · visit all classes over a period of time to ensure that all pupils with SEN are appropriately catered for. · organise and manage, in liaison with colleagues, alternative curriculum offers for pupils with SEN · To work with the year team and other phase SENCO’s to manage the successful transition of pupils from year to year and onto post 16 education

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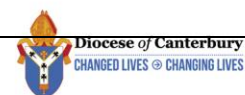


	Essential	Desirable
Qualification	<ul style="list-style-type: none"> Hold a good honours degree or equivalent and a recognised teaching qualification (e.g. PGCE); Already holds or working towards National Award for SEN Co-ordination Evidence of Continuing Professional Development relevant to the role. 	
Experience	<ul style="list-style-type: none"> At least 2 years teaching experience in either a special or mainstream setting Ability and commitment to lead the Academy's drive to secure a transformational change in aspiration and standards. Experience of supporting pupils/students of differing abilities and backgrounds. Experience of working with children with complex needs. Have experience of implementing a variety of deescalation strategies in challenging situations involving young people. Positive behaviour strategy knowledge and experience of helping children self-regulate 	<ul style="list-style-type: none"> Have successfully used strategies to improve pupil/student achievement. A proven knowledge of the current national curriculum agenda and a strong understanding of the curriculum offering and personalised approaches to learning.
Skills	<ul style="list-style-type: none"> The ability to provide appropriate levels of challenge so that pupils make good progress and achieve beyond their potential Ability to secure high standards of behaviour by motivating, encouraging and engaging pupils Ability to develop in pupils the skills to work independently and collaboratively 	

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	<ul style="list-style-type: none"> • Demonstrable ability to build effective working relationships with a range of colleagues and stakeholders, including parents/carers, teachers and external professionals. • Demonstrable ability to communicate effectively in both oral and written form - for writing learning and support plans, reports on pupil/student progress, and training and guidance for staff. • Creative and innovative. • Excellent facilitation and presentation skills suitable up to and including senior managers. • Data and IT literate with good IT skills. • Excellent organisation and time-management skills - needed for prioritising and balancing a busy and varied workload. • Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils/students and parents. • Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions.
Qualities	<ul style="list-style-type: none"> • Able to confidently liaise with senior colleagues including in formal settings. • Confident in operating flexibly and pragmatically in the face of shifting expectations and pressures. • Personal and professional authority and resilience. • Able to credibly challenge established assumptions and ways of working and make a valuable contribution to influencing organisational culture. • Empathetic, tactful and diplomatic. • Solution focused, working collaboratively and collegially with colleagues and stakeholders. • Excellent inter-personal skills. • A willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments.

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