



The Holy Family School

Job description: special educational needs co-ordinator (SENCO)

Job details

Job title: Special Educational Needs Co-ordinator (SENCO)

Salary: MPS + SEN allowance

Hours: 4 days per week

Contract type: part-time, permanent

Reporting to: academy principal

Responsible for: teaching assistants

Main purpose

The SENCO, under the direction of the Academy Principal, will:

- › Determine the strategic development of special educational needs (SEN) policy and provision in the academy
- › 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 also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

Duties and responsibilities

Strategic development of SEN policy and provision

- › Have a strategic overview of provision for pupils with SEN or a disability across the academy, monitoring and reviewing the quality of provision and the impact of interventions and being accountable for ensuring SEN pupils' progress
- › Contribute to academy self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- › Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the academy improvement plan
- › Maintain an up-to-date knowledge of national and local initiatives which may affect the academy's policy and practice
- › Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Operation of the SEN policy and co-ordination of provision

- › 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 academy'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, especially the local authority
- › Analyse assessment data for pupils with SEN or a disability

- › Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- › Apply for funding to support pupils with SEN
- › Guide teaching and support staff in addressing the behavioural needs of all learners

Support for pupils with SEN or a disability

- › Identify a pupil's SEN
- › Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- › Secure relevant services for the pupil including any behavioural support
- › Ensure records are maintained and kept up to date
- › Review Provision Maps and Education, Health and Care Plans with parents or carers and the pupil
- › Communicate regularly with parents or carers
- › Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- › Ensure 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
- › Work closely with the member of staff responsible for monitoring and coordinating the provision for the PP pupils to ensure that all vulnerable pupils' learning, social and emotional needs are met

Leadership and management

- › Work with the Academy Principal and governors to ensure the academy 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 academy improvement plan and whole-academy policy
- › Identify training needs for staff and how to meet these needs
- › Lead INSET for staff
- › Share procedural information, such as the academy's SEN policy
- › Promote an ethos and culture that supports the academy's Catholic ethos, SEN policy and promotes good outcomes for pupils with SEN or a disability
- › Lead and manage teaching assistants working with pupils with SEN or a disability
- › Lead staff appraisals and produce appraisal reports
- › Review staff performance on an ongoing basis

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow academy policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Academy Principal.

Person specification

CRITERIA	QUALITIES
Qualifications and training	<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 ➤ Experience of working at a whole-school level ➤ Involvement in self-evaluation and development planning ➤ Experience of conducting training/leading INSET ➤ Experience of line managing staff ➤ Experience of applying for funding
Skills and knowledge	<ul style="list-style-type: none"> ➤ Sound knowledge of the SEND Code of Practice ➤ Understanding of what makes 'quality first' teaching, and of effective intervention strategies ➤ Ability to plan and evaluate interventions ➤ Data analysis skills, and the ability to use data to inform provision planning ➤ Effective communication and interpersonal skills ➤ Ability to build effective working relationships ➤ Ability to influence and negotiate ➤ Good record-keeping skills
Personal qualities	<ul style="list-style-type: none"> ➤ Commitment to getting the best outcomes for pupils and promoting the ethos and values of the academy ➤ Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability ➤ Ability to work under pressure and prioritise effectively ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding and equality

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: May 2019

Next review date: May 2020

Academy Principal's signature:

Date:

Postholder's signature:

Date: