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| st-peters badge.PNG\\SERVER\Head$\Desktop\Logo.jpgST EDWARDS CATHOLIC PRIMARY SCHOOL AND/OR ST PETER’S CATHOLIC PRIMARY SCHOOL  |

**Job Description for SENCo**

**Title:** SENCo (Special Educational Needs Coordinator)

**Grade:** UPS + 1 SEN Point (depending on experience)

**Hours:** Full time or Part time

**Responsible to:** Academy Principal and Executive Principal

**Staff supervised:** Teaching Assistants

**Core purpose:**

**Since September 2019, St Peter’s in Sittingbourne and St Edward’s in Sheerness have been joined under an executive structure of governance and leadership. Both schools are seeking experienced and qualified part time SENCO’s or one full time SENCO to work across both schools.**

The SENCo will work alongside the Senior Leadership Team to provide professional leadership for the schools in order to improve its success and ensure the highest quality of education for all its pupils, especially those with special educational needs (SEND) and those who are more able in specific areas (G&T).

The SENCo will support the Academy Principals to ensure that all staff recognise the importance of planning lessons and preparing resources in ways that will encourage the active participation, progress and achievement of all pupils within our inclusive schools. The SENCo will support and advise parents and carers on all SEN related matters as well as work with a range of external professionals.

The SENCo will also undertake any other duties consistent with this role as reasonably directed by the Academy Principal.

**Strategic Direction and Development:**

The SENCo will co-ordinate, with the support of the Academy Principal and governors and within the context of the school’s aims and policies, the development and implementation of SEND and G&T in order to raise achievement and improve the quality of the education provided.

Key tasks will include the following:

* Ongoing development of SEND provision;
* Support staff in meeting the needs of SEND;
* Ensure the objectives to develop SEND are reflected in school development plans;
* Control and monitor the application of SEND budget, ensuring best value and monitoring the impact of spending;
* Apply for, control and monitor the use of the Higher Needs Funding
* Monitor progress of all pupils;
* Keep systematic records of progress and provision for all pupils identified within vulnerable groups;
* Evaluate effectiveness of teaching and learning and raise the quality of inclusive teaching;
* Make referrals to other professionals/ agencies as appropriate and attend area SEN ;
* Analyse and interpret relevant school, local and national data;
* Report to Executive Principal and Governors on the provision and progress of SEND pupils;
* Liaise with staff, parents, external agencies and other schools to
* co-ordinate support for SEND pupils;
* Up to date knowledge of National and local initiatives which may impact upon policy and practice
* Attend and contribute to Pupil Progress Meetings.

**Leading and Managing Staff:**

The SENCo will support staff who are involved in working with pupils with SEND by ensuring all those involved have the information necessary and develop the strategies required to secure improvements in teaching and learning and sustain staff motivation.

Key tasks will include:

• Ensuring all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND and ensure that pupils with EAL and G&T are supported effectively.

• Leading groups and supporting colleagues in professional development activities linked to SEND and evaluating the impact of these on learning

• Disseminating good practice in SEND provision across the school

• Providing regular information on the evaluation and impact of SEND provision, with reference to the school’s own data management systems.

• The line management the Teaching Assistants and other support staff who work with individual pupils with SEND. This shall include undertaking appraisal duties along with providing recommendations for pay increments.

**Teaching and Learning:**

• Organise, monitor and evaluate the range of intervention strategies employed throughout the school, ensuring that resources are targeted correctly towards those pupils requiring additional support, thus ensuring best value is achieved.

• Support class teachers to assess and identify the needs of any pupils with barriers to learning or who are at risk of underachieving.

• Support teachers in the implementation and review of provision maps.

• Be instrumental in devising manageable curriculum planning systems to incorporate individual and group needs.

• Promote and support the development of effective classroom practice through outstanding modelling, especially in the area of SEND.

• Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND.

• Liaise with other professionals, such as Educational Psychologists, to ensure appropriate identification and support for all pupils with SEND.

* Prepare and present required paperwork for referrals to outside agencies.
* Meet statutory responsibilities for EHCPs and Reviews
* Lead the Annual Review Meetings for pupils with EHCP

**Ethos and Culture**

* To provide leadership in promoting an ethos and culture that is in line with achieving the aims of the school
* Support and contribute towards developing the values of the school

**Parents:**

• Ensure close parental involvement with the school, dealing sensitively with people to resolve any concerns.

• Liaise with parents, including the holding of reviews for pupils with Education Health Care Plans, to ensure their views are understood and that home and school work together to address pupils’ needs.

**Equality:**

• Ensure the entitlement of all pupils to an appropriate broad and balanced curriculum.

• Ensure the school’s equality policy is followed.

• Develop an inclusive school, which reflects the school’s ethos.

**DBS:**

The nature of the work requires that the post-holder has undergone checks by the DBS for enhanced Disclosure.

**Equal Opportunities:**

The post holder has a responsibility to understand and abide by the obligations laid down in the school’s equal opportunities policies.

**Health and Safety:**

The post holder has a responsibility for his/her own health and safety, and that of others who may be affected by their acts or omissions. Managers are responsible for implementing the school’s Health and Safety policy.

Undertake such other duties that may be required from time to time at the request of the Senior Leadership Team