



**SHEERNESS WEST FEDERATION**

**JOB DESCRIPTION**

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| **JOB TITLE:** | Special Educational Needs Co-ordinator (SENCO) |
| **REPORTING TO:** | Deputy Head (Inclusion) |
| **GRADE:** | MPS/UPS + 1 or 2 SEN Points  (depending on experience |
| **HOURS/WEEKS:** | 0.6 FTE – 19.5 hours per week |
| **SITE:** | Rose Street Primary School |

**MAIN DUTIES & RESPONSIBILITIES**

The key task of the SENCO is to ensure that Special Educational Need and Disability (SEND) provision is both efficiently and effectively managed. The range of responsibilities delegated to the SENCO with regard to provision and coordination is outlined below. It is expected that all legal and statutory requirements are met for pupils with SEND via the SENCO.

Working as part of the Federation Inclusion Team under the direction of the Deputy Head (Inclusion) the SENCO has the following responsibilities’:-

**Core Purpose of the Post**

The SENCO takes responsibility for the day to day operation of provision made by the school for pupils with SEN and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all students.

**Main Responsibilities:-**

* Co-ordination and development of SEND provision
* Teaching and Learning
* Assessing and supporting the needs of identified pupils
* Monitoring and evaluating the impact of interventions
* Developing staff knowledge around SEND
* Efficient and effective deployment of staff and resources

**Strategic direction of SEND provision**

* Ensure effective systems of communication, including feedback about pupil learning to inform future planning
* Monitoring the quality of SEND support by developing effective systems to identify, assess and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
* Ensure that the objectives of the SEND policy are reflected in the school improvement plan. Liaise with external agencies.
* Up to date knowledge of National and local initiatives which may impact upon policy and practice

**Progress and Achievement of Pupils**

* To monitor the progress and achievements of pupils via available data, provision mapping and pupil progress meetings, liaising with the Federation Inclusion and Well-being Teams and parents where appropriate.
* To liaise with other primary and secondary schools, particularly regarding transition, and external agencies such as STS, EWO, EPS, SALT, etc.

**Teaching and Learning**

* Influencing the Teaching and Learning Policy to promote aspects of inclusive teaching
* Leading INSET where appropriate
* Opportunities for liaison with other schools in order to share best practice
* Collect and interpret specialist assessment data gathered on students and use to inform practice
* Work with pupils, senior and middle leaders, curriculum leaders, class teachers and teaching assistants to ensure realistic expectations of progress and achievement is set for SEND pupils
* Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum
* Overseeing and monitoring the quality of EHCPs, Provision Plans, Provision Maps and other relevant information for subsequent meetings with parents
* Maintain and develop systems for colleagues to monitor and record progress made by pupils with SEN towards the achievement of targets set in interventions and provision maps and plans
* Develop the review system of provision plans according to review cycles involving parents, pupils, teachers and agree and communicate new targets
* 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
* Liaise with the Key Stage Leaders to ensure appropriate special arrangements for pupils with SEN are made in respect of SATs

**Leadership and Management (as a member of the Middle Leadership Team)**

* To assist the Deputy Head of School (Inclusion) in planning for continual improvement and to make a contribution to the evaluation of the work of the Federation Inclusion Team
* To promote an atmosphere of continuing professional development and to share good practice with colleagues
* To support the professional development of all staff, including newly qualified teachers, initial teacher training students and teaching assistants
* To manage identified colleagues effectively
* To appraise identified colleagues as part of the Federation appraisal system
* Encourage all staff to recognise and fulfil their statutory responsibilities with regards to SEND
* Develop pro-formas for essential paperwork, in order to create an administrative infrastructure as part of an effective communications system
* Assist in identifying the training needs of staff and organising/coordinating INSET to be delivered by other professionals
* Disseminate information such as recommendations of the 2014 SEND Code of Practice and the Federation SEND policy
* Provide regular information to the Federation Leadership Team (FLT) on the evaluation of the effectiveness of provision for students with SEND, to inform decision making and policy review

**Efficient and effective development of staff and resources**

* Provide advice to FLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND
* Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT
* Maintain existing resources (including assessment materials) and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school

**Curriculum**

* To ensure that work in support of the curriculum is developed and reviewed regularly in collaboration with colleagues
* To manage teaching and material resources to ensure the effective learning of pupils with SEN
* To contribute to the work of the Federation Middle Leadership Team around curriculum development

**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

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

The job description will be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.

**PERSON SPECIFICATION – SENCO**

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|  | **ESSENTIAL** | **DESIRABLE** |
| **QUALIFICATIONS** | * Qualified Teacher Status * National SENCO Award or other professional development qualification | * Have a good honours degree |
| **EXPERIENCE** | * Excellent classroom management and practice * Be able to demonstrate evidence of inclusion and differentiation within the classroom * Have a broad and successful teaching career * Experience of leading a curriculum area | * Teaching career of at least three years * Experience of planning, managing and delivering staff development |
| **KNOWLEDGE & UNDERSTANDING** | * Have a clear understanding of primary education and the way children learn * Understanding of the SEND Code of Practice * Have strategies which will achieve effective teaching and learning for children with SEND * Knowledge of the assessment procedures in EYFS, KS1 and KS2 | * Knowledge of the range of intervention strategies available especially within literacy and numeracy. * A good working knowledge of speech, language and communication needs. * Confidence in using ICT to support teaching and administration |
| **PROFESSIONAL SKILLS** | * A commitment to continuous professional development * The ability to establish professional relationships quickly, enthuse others sensitively and work co-operatively as a member or leader of a team * A willingness to manage a range of learning needs * Ability to manage workload and keep to deadlines * The ability to communicate effectively, both verbally and in writing, in a wide range of situations | * Experience of managing and leading teams or individuals * Knowledge of issues surrounding Child Protection and children in care |
| **PERSONAL QUALITIES** | * The ability to build and sustain effective working relationships with staff, parents, pupils and Federation governors * Commitment to work flexibly * A good health and attendance record * A caring and pastoral attitude towards staff and students * Energy and enthusiasm * A sense of humour |  |