**St Michael’s RC Primary school and Nursery**



**SENCO JOB DESCRIPTION**

 **Responsible to:** Headteacher & Deputy Headteacher

**Key Responsibilities for:**

* the strategic direction and development of the school’s provision for Special Educational Needs and Disabilities
* supporting the inclusion of all pupils by leading and managing the deployment and timetabling of the interventions for teachers and support staff
* the effective implementation of School and Education Health Care Plans
* monitoring teaching and learning activities to meet the needs of pupils
* liaison with other agencies and schools
* analysing and interpreting school data for SEND pupils to inform provision

**Duties** The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

**Teaching and Learning**

1. Identify and adopt the most effective teaching approaches for pupils with SEND.

2. Monitor, evaluate and adjust teaching and learning activities to meet the needs of pupils with SEND.

3. Identify and teach the basic skills that will develop pupils' ability to work independently.

4. Liaise with other settings at key transition times (e.g. nursery to EYFS, Yr 6 to secondary school etc.) to ensure continuity of support and learning.

5. Meet individual pupil’s needs, including SEND & Looked after Children (PEPs).

6. The ability to teach across all key stages and take groups for Interventions.

**Recording and assessment**

1. Set appropriately challenging targets for raising achievement among pupils with SEND.

2. Identify, assess and review SEND and collect and interpret SEND assessment data.

3. Set up systems for screening pupils at ‘point of entry’ to enable early identification and intervention through assessment and observation.

4. Evaluate and interpret specific pupil assessment data to ensure the interventions within year groups meet the needs of all pupils with SEND and discuss next steps with the Senior Leadership Team and Governors.

5. In collaboration with class teachers, keep parents informed (through structured conversations) about their child's progress at key and regular intervals throughout the year e.g. review meetings, parent evening consultations etc.

**Training and Development**

1. Deliver and share training and development opportunities within school and across partnerships.

2. Attend courses/meetings and evaluate and report back to the Head and other key staff on the essential issues.

3. Ensure teachers know the strengths and targets for all SEND pupils and that they use the strategies within EHC Plans and the recommendations within specialists’ reports, in their planning for pupils with SEND.

4. Audit, order, organise and allocate resources throughout the school, keep an inventory and manage a budget.

**Leadership**

1. Lead strategic development of SEND policy / provision, in line with the Code of Practice.

2. Ensure all members of staff recognise and fulfill their statutory responsibilities to pupils with SEND and ensure all school staff understand their roles under the Code of Practice.

3. Line manage teaching assistants including observations and annual appraisals.

4. Provide training opportunities for teaching assistants including HLTAs, teachers and other adults working with our pupils, to learn about particular aspects of SEND and effective teaching strategies.

5. Organise and lead inset to assist teachers in providing early intervention for pupils with SEND through first quality practice.

6. Coordinate the application for EHCP for new and existing pupils.

7. Help teachers with children with SEND and EHCPs to meet individual needs and ensure statutory paperwork and other preparation for meetings e.g. Multi Professional Planning Meetings are completed in good time and, where necessary send reviews to the appropriate agencies.

8. Monitor the children with SEND to check that they are making expected progress or better throughout the school.

9. Analyse and interpret relevant school, local and national information to assess SEND provision.

10. Set up and monitor the effectiveness of interventions delivered by teachers and support staff and the impact they have on pupils.

11. Write and review action plans for improving provision and achievement of SEND and to ensure objectives to develop provision are reflected in the School Development Plan.

12. Liaise with members of the Governing Body to inform them of progression of the SEND Action Plan, quality of teaching and learning, progress of pupils and overall standards across all Key Stages.

13. Develop productive partnerships with outside agencies and identify needs across the school for commissioning support,

14. Ensure the school SEND register is up to date and all stake holders are fully informed about support plans in place/ planned.

15. Ensure support plans are monitored regularly, are live documents and their impact is assessed and progress can be evidenced.

16. To participate as appropriate in Senior Leadership Team meetings.

**Standards and quality assurance**

1. Support and promote the high aspirations, positive ethos and inclusive culture of the school to colleagues, governors, parents, children and members of the wider community.

2. Provide a key reference point in providing information and support for families of children with SEND.

3. Support and promote all school policies and procedures, particularly those relating to child protection and safeguarding, equality, health and safety, confidentiality, behaviour, data protection and supporting pupils with medical needs.

4. Liaise with the Head and SLT promptly following meetings regarding pupils and parents of the school and keep up to date records of any actions/outcomes from the meetings.

5. Be aware of and support pupil differences and ensure that all pupils have equal access to all school opportunities.

6. To promote the general progress and well-being of individual pupils throughout the school.

7. To provide advice and guidance to pupils and parents on educational, emotional and social matters in line with school policies.

8. Attend and participate fully in school events e.g. open evenings, parental workshops and pupil performances.

9. Attend phase, year group and staff meetings as identified on the school’s half termly calendar.

10. Develop strong links with governors and other schools within our local partnerships.

**Designated Safeguarding Lead**

1. Carry out all the duties required as the Deputy Designated Safeguarding Lead of St Michael’s RC Primary School and Nursery

2. Support and mentor all staff with pupil and parent/carer safeguarding issues and be supported with this by the Headteacher and Deputy Headteacher.

3. Along with the Headteacher, ensure policies and procedures are up to date and that all staff have had appropriate and up to date training on safeguarding.

4. To have the overview of Safeguarding and Vulnerable Pupils Register.

5. To support the Head teacher in looking after the needs of and meeting requirements associated with pupils on the register.

6. To liaise with other agencies to support pupils and families as necessary.

7. To participate as appropriate in Senior Leadership Team meetings.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date: \_\_\_\_\_\_\_\_\_\_\_\_