

**Tenterden Primary Federation**

Tenterden Infant School and Tenterden C E Junior School

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

Job Description

Job Purpose: The SENCO, with the support of the Executive Headteacher and Governors, takes responsibility for the day-to-day operation of the provision made by the school for pupils with Special Educational Needs.

Responsible to: The Executive Headteacher

**Job Purpose:** Strategic development of the school's Special Educational Needs (SEN) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN pupil achievement.

**Areas of responsibility and key tasks:**

* Put provision in place to ensure that progress of pupils with SEN improves relative to those without SEN.
* Ensure that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs.
* Support all staff in understanding the needs of SEN pupils.
* Support departmental developments of SEN provision.
* Monitor progress towards targets for pupils with SEN.
* Analyse and interpret relevant school, local and national data.
* Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.

**Teaching and Learning**

Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN.

Work with staff to develop effective ways of bridging barriers to learning through: - assessment of needs  
- monitoring of teaching quality and pupil achievement  
- target setting - IEPs, or Provision Maps, PSP, CAF

- keeping accurate records.  
Collect and interpret specialist assessment data to inform practice.

Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies.

Work with head teachers, teachers, key stage co-ordinators and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.

**Areas of Responsibility**

**Leadership**

* Promote Inclusion, best practice and contribute to the schools’ values and federation ethos through membership of the senior leadership team and when possible, attendance at school events.
* Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to SEND pupils
* Work with the Executive Headteacher and Governors on the strategic development of SEND & Inclusion, including reviewing and formulating appropriate policies.
* To contribute to the School Improvement Plans and Executive Headteacher written report for governors and the Tenterden Schools Trust Board.
* Support the Executive Headteacher and Head of School with pupil progress meetings, recording agreed provision within provision maps.
* Liaise with teachers in the successful deployment of teaching assistants within key stages and year groups.
* Put provision in place to ensure that progress of pupils with SEND improves relative to those without SEND.
* Monitor the impact of provision and address areas of concern in a timely manner ensuring appropriate teaching strategies in are in place to meet the needs of our SEND group.
* Monitor quality first teaching in the classroom and its impact on pupil achievement for SEND children against the targets and actions set in IEPs, or Provision Maps and PSPs.
* Monitor the impact of SEND interventions and address areas of concern in a timely manner.
* Interact in a professional manner with colleagues in order to promote a mutual understanding of the curriculum and its impact on the school SEN policy, with the aim of improving teaching and learning across the school.
* Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
* Undertake statutory activities and meetings such as the Annual Review Process. Analyse and interpret relevant school, local and national data where relevant.
* Be proactive in identifying, securing and monitoring High Needs Funding for pupils.
* To be an appraiser for a team of SEND TAS supporting HNF/EHCP plans
* To be involved in the appointment of Teaching Assistants.
* To keep abreast of developments in SEND (e.g. research, changes to the law) and inform staff and Governors as necessary.
* To attend appropriate training, CPD and conferences and provide feedback to colleagues.
* Work with the Executive Headteacher and Head of Schools to plan the overall deployment of teaching assistants throughout the school.
* Liaise with SENCOs across local schools and nurseries to ensure best outcomes for pupils e.g. regarding transition.
* Collect and interpret specialist assessment data and report outcomes to the Executive Headteacher, Head of School, SLT and the Local Governing Body.
* Advise the Executive Headteacher and governors of priorities for expenditure
* Meet with the Link Governor for SEND regularly
* Maintain SEND register.
* Undertake such other duties that may be required from time to time as reasonably determined by the Executive Headteacher.

**Teaching and Learning:**

Work with staff to develop effective ways of bridging barriers to learning through:

* Put provision in place to ensure that progress of pupils with SEND improves relative to those without SEND.
* Provide guidance to the teaching team in the area of SEND to secure a high standard of teaching and the effective use of resources to bring about improved standards of achievement for all pupils.
* Identify resources needed to meet the needs of pupils with SEND and for subject delivery.
* Organise and deliver training for staff to ensure best practice is being developed in our teaching and support teams.
* Model excellent practice to support teachers and children in the classroom.
* Ensure accurate assessments are completed by the teaching teams to assess individual needs and progress
* Keep parents informed about their child's progress through individual meetings and at parents’ evenings.
* Use the School Target Tracker Tool to monitor individual pupils’ progress, year group progress and whole school progress for the SEND group.
* Monitor impact of SEND outcomes in our schools with local and national data.
* To take an active role in encouraging good attendance of pupils.
* To identify the individual learning needs of pupils.
* To prepare reports in line with statutory requirements for reporting to parents/carers and to adhere to the annual schedule for completing pupil profiles including attendance at parent/carer meetings.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Executive Headteacher to carry out appropriate duties within the context of the job, skills and grade



Tenterden Primary Federation

Special Educational Needs Co-ordinator

**Person Specification**

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|  | Essential | Desirable |
| QUALIFICATIONS AND TRAINING | Qualified Teacher Status Evidence of on-going professional development | Willingness to study for the National SENCO Award Successful completion of National SENCO Award |
| EXPERIENCE | Proven experience of meeting all teaching standards. Experience in using a range of strategies to meet individual learning needs. | Successful teaching experiences across the primary phase |
| KNOWLEDGE, UNDERSTANDING AND SKILLS | Excellent understanding of the principles of inclusive teaching and experience of teaching children with special educational needs.  Proven ability as an excellent classroom teacher.  Ability to work effectively in a team.  A positive approach to promote excellent learning behaviour.  Evidence of continuing professional development. Experience of leading a school initiative.  Confident and competent user of ICT.  Experience of working with parents to support children’s progress.  Experience of working with other professionals and/or agencies to meet the needs of children with additional needs. | Experience as SENCO. KS1/EYFS experience in the last 2 years.  Experience of teaching across the primary age range; Experience of subject leadership. |
| Personal Attributes | Passionate about learning and  Teaching.  Display warmth, care and  sensitivity in dealing with children.  Open minded, self-evaluative and adaptable to changing  circumstances and new ideas  Ability to prioritise.  Have good personal organisation Positive, “can do” attitude.  Self-motivated and ability to motivate others.  Good communicator. Committed to safeguarding and promoting the welfare of children.  Commitment to continue own professional development. Team Player Ability to work flexibly.  Supportive of the school vision and values. |  |