



Job Description SENCO

Post Holder:			
<i>The description of the duties, responsibilities and accountabilities for the post of SENCO at Holy Trinity & St John's CEP School have been set out in this job description.</i>			
Responsibility Areas	SENCO Member of the school's Senior Leadership Team		
Accountabilities	A	Generic duties relevant to all members of staff	
	B	Member of the Senior Leadership Team	
	C	SENCO	
	D	Appraisal and Line Management.	
Accountable to	Deputy Headteacher and Inclusion Leader Headteacher		
Main Duties	See attached information for detailed duties and responsibilities		
Signed			Date:
Signed			Headteacher

A - General duties relevant to all members of staff

To promote the mission, vision and aims of Holy Trinity & St John's CEP School to ensure that each child achieves their full potential

It is expected that all staff work collaboratively to share good practice, resources and ideas and realise the school vision and aims. All staff should act with professional integrity at all times, following the school 'Code of Conduct for Staff' and contribute positively to your own appraisal, and line management. Undertake specific tasks reasonably delegated by the Headteacher.

Use of ICT

ICT must be used creatively to inspire and motivate pupils where it is relevant to do so.

All staff will be expected to utilise ICT and to improve communication and reduce paper use.

Security procedures must be followed when using ICT systems.

All staff are expected to follow (and ensure pupils follow) the procedures as laid out in the schools ICT and safety policy.

Data Protection

It is essential when working with computerised systems that you are completely aware of your responsibilities at all times under the Data protection Act 1984 (as amended) for the security, accuracy, and significance of personal data held on such systems.

Health and Safety

Employees are required to work in compliance with the schools' Health and Safety policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the school.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

Holy Trinity & St John's CEP School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

All staff are to have due regard for safeguarding and promoting the welfare of children, young people and adults and are to follow the safeguarding procedures adopted by Holy Trinity & St



John's CEP School. Any safeguarding issues must be acted upon immediately by informing a Designated Safeguarding Lead (DSL).

B: Member of the Senior Leadership Team

- act with professional integrity at all times;
- maintain effective communication with the Headteacher and governing body offering support and advice on strategic and day to day issues.
- notwithstanding issues of confidentiality and tact, act with honesty and transparency with regard to your work;
- develop and maintain effective channels of communication with and between staff.
- support the Headteacher in the effective appointment, deployment and development of staff.
- mentor staff and students when requested.
- support the Headteacher to monitor, evaluate and review the quality of teaching, learning, standards and achievement across the school.
- support the development and implementation of school improvement priorities and take responsibility for monitoring, evaluating and reviewing agreed aspects of it.
- lead and evaluate the curriculum through effective development and monitoring.
- provide guidance and support to other members of staff in achieving school priorities and targets, developing the curriculum and implementing schemes of work.
- induct and support subject leaders to carry out their leadership roles effectively and in line with school expectations; Support them to monitor, evaluate and review standards within their subject.
- develop effective relationships with staff, governors, pupils, parents, the church and local community in order to enhance teaching and learning and the ethos of the school.
- identify and improve those areas relevant to your role which need to move to good and outstanding;
- maintain those school policies and procedures relevant to your area and update whenever required;
- be present where required at meetings, performances and other functions / events; (including before and after school.)
- identify and attend CPD relevant to your role and school priorities
- undertake a proactive part in:
 - those activities that are part of the self-evaluation of the school;
 - being a presence around school;
 - appraisal and line management systems;
- set an example in undertaking a regular commitment to duties and the worship rota
- work as part of a team, submitting draft proposals and documents for further development by the Leadership Team, and accepting and supporting final Leadership Team decisions
- Update specific areas of the School Improvement Plan (SIP) and Self Evaluation Form (SEF) independently and upon request by the Headteacher.
- Prepare and present reports to the SLT and governing body.
- with regard to Leadership Team meetings;
 - all members are expected to be punctual to and attend scheduled meetings unless prior agreement for absence has been given by the Headteacher.
 - all members are encouraged to express their views, but are expected to work to the majority decision or the final decision of the Headteacher. A consistent message must be given to staff and pupils at all times;
 - when requested to do so by the Headteacher prepare and present reports on progress / issues related to areas of accountability and responsibility;

- o traverse the conflicting expectations of transparency and confidentiality.

C: SENCO

- Support the Headteacher and Deputy Headteacher (Inclusion) to ensure that the school is meeting all its legal obligations with regard to inclusion, equalities and Special Educational Needs and Disabilities by acting as the school's Special Educational Needs Co-Ordinator (SENCO);
- Undertake the statutory duties expected of the school's SENCO; e.g. Refer cases to Local Inclusion Forum Team (LIFT), present cases to LIFT and feedback to school staff as appropriate
- Complete Appendix 2 for EHCP requests
- Complete High Needs Funding (HNF) requests
- Complete annual report for the Governing Body
- Update the school website with SEND information
- Produce a flexible timetable of support to reflect pupils needs and to meet support requirements of Education, Health Care Plans (EHCPs);
- Co-ordinate annual reviews linked to the Code of Practice involving pupils and parents / carers, relevant school staff and relevant outside agencies to ensure pupils have access to the curriculum and access to their learning;
- Attend meetings led by the Deputy Headteacher (Inclusion) and other staff to provide information on individual students as required and provide / adjust support as agreed or directed by the Deputy Headteacher (Inclusion);
- Co-ordinate and chair meetings, provide information on individual students as required and provide / adjust support as agreed;
- Inform parents / carers and school staff of the progress of pupils and strategies to ensure a continuation of progress;
- Working within progress tracking procedures, identify, gather and rigorously analyse detailed and accurate data to identify the needs of those on the SEN register and target them for support and improvements in their progress and achievement where required;
- Organise given resources to allow pupils to access the curriculum through appropriate support and strategies;
- Keep all staff up-to-date on appropriate styles of support, resources and strategies for individual and groups of pupils;
- Provide support for staff to ensure they are adapting learning resources to meet the needs of all pupils;
- Ensure all pupils are provided with appropriate levels of challenge commensurate with their abilities and needs and that all pupils have clear targets to enable them to make progress;
- Organise a programme of relevant and appropriate training and development for staff to develop expertise in support skills, subject knowledge and school initiatives. Disseminate procedural information such as recommendations of the Code of Practice or the school Inclusion and Equalities policies;
- Along with Inclusion leader, co-ordinate access arrangements during assessments (SATs and Kent Test) for dispensations and support;
- Ensure all staff have opportunities to contribute to the programme of review and to the target, strategy and resources setting procedures;
- Ensure all staff receive relevant provision plans and contextual background information on pupils to be able to plan appropriately for their abilities and needs.
- As a member of the school's Leadership Team, ensure that all members of the Leadership Team are kept up-to-date with general and pupil-specific SEND issues;
- Carry out monitoring processes to evaluate the impact of the work of members of staff who carry out the support of pupils / groups of pupils in the school;
- Build links with and co-ordinate local support networks, including local health and education



Job Description SENCO

agencies, Social Care, etc. to develop the breadth and scope of support available to staff and pupils in the school;

- Liaise with outside agencies such as awarding bodies, Education Psychology Services, etc. to secure any additional support required by pupils and staff; including the School Based Reviews with the EP
- Model good practice and ensure there are opportunities to share innovative practice within the school;
- Implement monitoring processes to ensure that any support has impact.
- Ensure that any processes or information required by the Local Authority (audit purposes for example), Ofsted, etc. is available and provided when required;
- Be aware of and ensure that the school is meeting the 'good' and 'outstanding' criteria in the Ofsted Evaluation Schedule;
- Along with the Inclusion Leader, complete and manage the SEND budget bid and contribute to the School Plan

D: Appraisal and line management:

- To carry out wider leadership responsibilities as a member of the Senior Leadership Team, undertaking appraisal reviews in conjunction with the schools policies and procedures;
- Ensure identified staff have clear targets for personal and professional progression in their work and know how their progress towards those targets will be assessed (in line with school policies);
- Review the job descriptions for identified staff when requested by the Headteacher, prior to governing body committee meeting
- Undertake regular evaluation of staff progress towards agreed improvement objectives through the schools appraisal and line management policies, practices and procedures;
- Utilise the schools observation procedures to monitor pupil progress, behaviour for learning, practice of staff and pupils and follow up observations with a discussion on progress and areas for improvement;