

## Job Description

<b>Post Title</b>	<b>SENCo</b>
<b>Purpose and scope:</b>	Whole-school teaching and learning responsibility
<b>Responsible to:</b>	Inclusion Manager, Deputy Headteacher, Headteacher
<b>Responsible for:</b>	n/a
<b>Salary/Grade:</b>	Teachers' Main Pay Range (MPR)

The duties may be varied to meet changing circumstances in the post held. Any such developments will only take place after consultation with all those involved and do not form part of the teacher's contract.

The post is portable across any school in the Trust.

### Main (Core) 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 Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. It will be reviewed in the context of the School Development Plan and Performance Management cycle.

#### Teaching and learning

- Identify and adopt the most effective teaching approaches for SEN pupils.
- Monitor teaching and learning activities to meet the needs of SEN pupils.
- Liaise with other schools to ensure continuity of support and learning when transferring SEN pupils.
- Promote Inclusion best practice and contribute to the aims and ethos of the school through membership of the senior leadership team and when possible, attendance at school events.

#### Recording and assessment

- Set targets for raising achievement among SEN pupils and other groups as appropriate.
- Collect and interpret specialist assessment and performance data and share with other staff and Governors as appropriate.
- Set up systems for identifying SEN, and assessing and reviewing SEN provision. This includes creating and monitoring EHC plans, provision maps with class teachers and learning support assistants.
- Update the head teacher and governing body on the effectiveness of provision for SEN children.
- Keep parents informed about their child's progress through individual meetings and at parents' evenings.
- As necessary, prepare applications an Education and Health Plan; co-ordinate and attend annual reviews.
- Assist Assessment Leader in making applications for additional support, time and/or specific papers for end of Key Stage assessments.
- Maintain SEN register.
- Evaluate the effectiveness of provision.

#### Leadership

- Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to SEN pupils
- Provide training opportunities for learning support assistants and teachers to learn about Inclusion, including whole-school Inset.
- Disseminate good practice in Inclusion across the school.

- Identify resources needed to meet the needs of SEN pupils and manage the SEN budget.
- Work with the Headteacher and Governors on the strategic development of SEN & Inclusion, including reviewing and formulating appropriate policies.
- To be responsible for the supervision and organisation of one to one learning support assistants, including their performance management.
- Support pupil progress meetings, recording agreed provision within provision maps.
- To work with the Headteacher and other key staff on developing the effectiveness of transition arrangements between the Nursery (and other pre-school settings) and FS.
- Liaise with the Educational Psychology service and other specialist and support agencies.
- To keep abreast of developments in SEN (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.
- Lead CPD on inclusion matters as needed across the school.
- Undertake SEN self evaluation, contributing to the school SEF and improvement plan and planning for continuous improvement in inclusion practice
- Model good practice in teaching pupils with SEN including those with severe complex needs.
- Develop links with governors, the LA, external agencies and neighbouring schools.

### **General**

- To understand and apply school policies in relation to health, safety and welfare;
- To support the Headteacher/Head of School and Senior Management Team in promoting the ethos of the School;
- To promote equality as an integral part of the role and to treat everyone with fairness and dignity;
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;
- Establish constructive relationships with staff, to support achievement and progress of pupils
- To respect confidentiality at all times;
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager;
- To recognise that health and safety is a responsibility of every employee, to take reasonable care of yourself and others, and to comply with the School's Health and Safety Policy and all other specific policies and procedures that apply to this role;
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy.

This job description is neither exclusive nor exhaustive, but sets out the main expectations of the school in relation to the post-holder's professional responsibilities and duties;

An annual review of the job description and allocation of duties and responsibilities will take place as part of the Performance Management Review process;

All posts are subject to an enhanced DBS check, satisfactory references and medical clearance.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The post is portable across any school in the Trust.

## Person Specification

### **SENCo**

Qualifications	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Recognised qualification for SEN Co-ordination, or a willingness to complete it within 3 years of appointment</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• To have experience/interest in Key Stage 1 and/or 2 and the continuity and progression of the curriculum throughout the primary phase.</li> <li>• To have knowledge of and belief in inclusive practice providing maximum opportunities for a variety of pupils with special educational needs to access the curriculum.</li> <li>• To have experience of working effectively as part of a team.</li> </ul>
Education and training	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• A commitment to continuing professional development.</li> <li>• Recent experience of using ICT to support learning.</li> </ul>
Aptitudes	<p>To have the ability to:</p> <ul style="list-style-type: none"> <li>• Communicate effectively with adults and children.</li> <li>• Teach a broad and balanced, differentiated curriculum that meets the needs of all children.</li> <li>• Use a wide range of resources in order to plan an innovative curriculum.</li> <li>• Lead the development of a curriculum area throughout the school.</li> </ul>
Personal qualities	<ul style="list-style-type: none"> <li>• To be committed to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>• To be passionate about learning and teaching.</li> <li>• To be open to new initiatives.</li> <li>• To enjoy working with primary age children to enable them to develop independence and experience success at their own level.</li> <li>• To have a commitment to raising standards.</li> <li>• To have high expectations of behaviour and achievement.</li> <li>• To maintain a calm and positive attitude when working under pressure.</li> <li>• To be approachable.</li> <li>• To be flexible in order to adapt to unexpected changes.</li> <li>• To have a commitment to lifelong learning for all.</li> <li>• To maintain confidentiality at all times.</li> <li>• To be supportive of the aims of the school.</li> <li>• To demonstrate a positive, professional manner.</li> </ul>