SENCO JOB DESCRIPTION

Job Title:	Special Educational Needs Co-ordinator (SENCO)
Location:	North East Essex Co-operative Academy
Grade / Allowances:	Teacher Pay Scale MPS 1-6 / Upper Pay Scale 1-3 SEN-2 allowance & TLR2b
Contract Type	Permanent
Reporting to:	Assistant Head Teacher/Senior Leader
Responsible for:	Learning Support Assistants

MAIN PURPOSE

The SENCO, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

The SENCO will also be expected to fulfil the professional responsibilities of a teacher in accordance with the Teacher Standards and the stated aims and objectives of North East Essex Co-operative Academy and Keys Co-operative Academy Trust.

DUTIES & RESPONSIBILITIES

Strategic Development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school development plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- To report to Local Governing Body the progress against the SEN plan/policy throughout the academic year

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support

- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff development
- Be aware of the provision in the Essex local offer
- Work with early years provides, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.

Support for pupils with SEN or a disability

- Identify a pupil's SEN through effective analysis of information gathered during an induction process
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers, the pupil and referring school where appropriate
- Communicate regularly with parents or carers and referring schools
- Ensure that if the pupil tranfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra- curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability
- Support Key Staff to produce a 'one plan' for each student and monitor progress against targets set

Leadership and Management

- Work with the head of school and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information for the local governing body
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead, manage and deploy teaching assistants working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis
- Undertake all line management duties with direct reports

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Head of School or line manager.

Person Specification

Criteria	Qualities
Qualifications and training	• Q.T.S. (Qualified Teacher Status) - note this is a requirement under the SEND Code of Practice • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment - note this is a requirement under the SEND Code of Practice • Degree
Experience	• Minimum of 5 years teaching experience, ideally working with vulnerable and challenging learners • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Experience of line managing and deployment of staff
Skills and knowledge	• Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills, and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills
Personal qualities	• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and security good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Excellent communication skills

SAFEGUARDING

Keys Co-operative Academy Trust (KCAT) is committed to safeguarding and promoting the welfare of children and vulnerable adults, and expects all employees and volunteers to share this commitment.

Keys Co-operative Academy Trust is committed to ensuring all recruitment is undertaken fairly, effectively, safely and in accordance with legislation. The information below provides pre-employment screening guidance for candidates applying to this job at Keys Co-operative Academy Trust.

Pre-Employment Checks appropriate to this Job Profile

- Identity
- Medical Screening
- References
- Qualifications
- Prohibition from Teaching
- Self Disclosure
- Enhanced DBS Check
- DBS Barred List Check
- Right to work in the UK
- Individuals who have lived outside the UK
- Childcare disqualification check
- S128 Direction Check

TRUST VALUES

'Great things happen when people co-operate. Through learning we empower and inspire individuals, co-operatives and communities to use co-operative values and principles to build a fairer world'

✔ Self-help
We encourage all within the Trust to help each other, by working together to achieve shared goals

✔ Self-responsibility
We encourage all members of the Trust to accept responsibility for themselves and others

✔ Democracy
We give everyone a say in the way we run our Trust

✔ Equality
We ensure that everyone enjoys equal rights and benefits

✔ Equity
We will treat everyone fairly

✔ Solidarity

North East Essex Co-operative Academy

Keys Co-operative Academy Trust

We are committed to supporting each other.