

Job Description

Job title: Inclusion Leader and Special Educational Needs Co-ordinator (SENCO).

Salary: Either MPS + SEND TLR or UPS + SEND TLR (depending on experience and qualifications).

Hours: 3 days per week

Contract type: Permanent

Reporting to: Headteacher

Responsible for: Special Educational Needs Provision and Support, Disadvantage Champion, P/LAC designated teacher, Deputy Safeguarding Lead and PSHCE/ RSE subject Leader

Main purpose

The Inclusion Leader, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs and disability (SEND) and disadvantaged pupils (including pupils in receipt of Pupil Premium funding) policy and provision in the school.
- Be responsible for day-to-day operation of the SEND and disadvantaged pupils (including pupils in receipt of Pupil Premium funding) associated policies and co-ordination of specific provision to support individual pupils with SEND and disadvantaged pupils (including pupils in receipt of Pupil Premium funding) 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, as set out in the School Teachers' Pay and Conditions Document.

Duties and responsibilities

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEND and disadvantaged pupils (including pupils in receipt of Pupil Premium funding) 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 SEND and disadvantaged pupils (including pupils in receipt of Pupil Premium funding) or a disability.
- Ensure the SEND information report and policy is put into practice, and that the objectives of this are reflected in the school improvement 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.

Operation of the SEND information report and policy and co-ordination of provision

- Maintain an accurate SEND register, support and monitor provision maps.
- Provide guidance to colleagues on teaching pupils with SEND and disadvantaged pupils (including pupils in receipt of Pupil Premium funding) or a disability, and advise on the graduated approach to SEND support.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies.
- To work with parents and families in relation to the school SEND provision in line with school practices.
- Be a key point of contact for external agencies, especially the local authority.
- Analyse assessment data for pupils with SEND and disadvantaged pupils (including pupils in receipt of Pupil Premium funding) and to target resources to meet the needs of SEND pupils.
- Implement and lead intervention groups for pupils with SEND and disadvantaged pupils (including pupils in receipt of Pupil Premium funding), and evaluate their effectiveness.

Support for pupils with SEND, disadvantaged pupils (including pupils in receipt of Pupil Premium funding)

- Identify a pupil's SEND.
- 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.
- Annually review the education, health and care plan with parents or carers and the pupil.
- Communicate regularly with parents or carers.
- Ensure that if the pupil transfers 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.
- Be the designated teacher for previously/looked-after children (P/LAC).

Leadership and management

- Work with the headteacher 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 the governing board is required to publish.
- 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 SEND information report and policy.

- Promote an ethos and culture that supports the school's SEND information report and policy and promotes good outcomes for pupils with SEND and disadvantaged pupils (including pupils in receipt of Pupil Premium funding) or a disability.

The Inclusion Leader 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 Inclusion Leader will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

Person specification

Criteria	Qualities
Qualifications	<ul style="list-style-type: none"> • 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 • Degree
Experience	<ul style="list-style-type: none"> • At least three years teaching experience • Experience of working at a whole-school level • Experience of working with external agencies and parents/families • Involvement in self-evaluation and development planning
Skills and knowledge	<ul style="list-style-type: none"> • 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 and report writing skills
Personal qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing 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