



Respect Ourselves, Respect
Others, Respect our School,
Love God

St Mary's Catholic Primary School

SENCO Job Description

The SENCO, with the support of the Headteacher and Governing Body, takes responsibility for the day-to-day operation of provision made by the school for pupils with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all pupils. The range of responsibilities delegated to the SENCO with regard to provision and coordination is outlined below. It is expected that all legal and statutory requirements are met for students with SEN via the SENCO.

Main Responsibilities

1. Strategic direction of SEN provision

- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum.
- Ensure effective systems of communication, including feedback about pupils' learning to inform future planning.
- Monitoring the quality of support for pupils with SEN by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- Analyse and interpret relevant school, local and national information relating to pupils with SEN and advise the Head Teacher of the level of resources required to maximise achievement.
- Liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure the continuity of educational provision for pupils with SEN.
- Ensure that pupils with SEN are enabled to share their views and that these are acted upon appropriately.
- To contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines.

2. Teaching and Learning including the Progress and Achievement of Students

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

- To monitor the achievements, welfare and discipline of students, and to follow up the progress reviews, liaising with the pastoral team and parents when appropriate.
- To liaise with local authorities, feeder schools particularly regarding transition, and external agencies such as EP, Alternative Education providers etc.
- To influence the whole Teaching and Learning policy to promote aspects of inclusive teaching.
- Lead INSET regularly and where appropriate; this may include leading staff meetings.
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice.
- Work with pupils, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SEN pupils.
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
- Oversee and monitor the quality of targets and other support plans, maintaining detailed information for subsequent meetings with parents.
- Develop systems for colleagues to monitor and record progress made by pupils with SEN towards the achievement of targets set in targets and support plans.
- Review targets and support plans with parents, students and teachers and agree and communicate new targets.
- Supporting the Headteacher in meeting statutory responsibilities for SEN statements and their Annual Review.
- Lead the Annual Review meetings for statemented students.
- To lead and support Learning Support Assistants
- To contribute to the school's Development Plan.
- To promote an atmosphere of continuing professional development and to share good practice with colleagues.
- Encourage all staff to recognise and fulfil their statutory responsibilities.
- Identifying the training needs of staff and organising/coordinating INSET to be delivered by other professionals.
- Disseminate procedural information such as recommendations of the code of practice or the schools own SEN policy.
- Provide regular information to the Headteacher, Governing Body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision-making and policy review.
- Organise and coordinate the support provided by Learning Support Assistants.

3. Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

- Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so. (You will only rarely be required to provide such cover in circumstances that are not foreseeable).
4. **Health, Safety and Discipline**
 - Promote the safety and well-being of pupils in accordance with the school's Child Protection and other relevant policies.
 - Maintain good order and discipline among pupils in accordance with the School's Behaviour Policy.
 5. **Management of staff and resources**
 - Direct and supervise support staff assigned to you and, where appropriate, other teachers.
 - Deploy resources delegated to you in accordance with school policies.
 6. **Professional development**
 - Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
 - Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
 7. **Communication**
 - Communicate with pupils, parents and carers in accordance with the school ethos, policies and practice.
 8. **Working with colleagues and other relevant professionals**
 - Collaborate and work with colleagues and other relevant professionals within and beyond the school.
 - Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgment.
8. **Fulfil wider professional responsibilities**
- Make a positive contribution to the wider life and ethos of the school;

This job description and related documents provides the standards and framework for Performance Management Objectives for a Main Pay Range Teacher which will be set under the Trust's Performance Management Policy before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the educational opportunities of pupils at that school.

his school and the Christus Catholic Trust are committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

PERSON SPECIFICATION

SENCO

	Essential	Desirable
<u>Qualifications</u>	<ul style="list-style-type: none"> • Hold Qualified Teacher Status. • Hold the National Award for SEN co-ordination or be working towards it or have been in post as a SENCo before September 2008 • Have evidence of recent and relevant in-service training. • Be able to evidence ongoing professional development, attendance on courses, personal study etc. 	Has a qualification for Dyslexia/Dyscalculia
<u>Experience</u>	<ul style="list-style-type: none"> • Have taught for at least 5 years and have proven ability as an excellent classroom teacher • Have proven experience of working with outside agencies to support those children with SEN. • Be able to monitor and track the progress and attainment of all SEN pupils and ensure accurate records are kept of the necessary interventions you will put in place to meet their needs. • Have a secure understanding of Child Protection in a primary school. • Have experience of leading and developing staff who work with SEN pupils. This will include teaching and support staff. • Know and be able to implement legislation attributable to the role e.g. new SEND Code of Practice, equal opportunities and disability discrimination and other legislation. • Understand and be fully conversant with Statements of SEN, EHC Plans and CAFs. • Be fully supportive of the whole school Catholic ethos` in dealings with children, parents, and other staff. 	<p>Experience of working in at all 3 key stages (EYFS, KS1 and KS2)</p> <p>Be able to use data effectively to set targets for SEN pupils and others.</p>

<u>Communication</u>	<ul style="list-style-type: none"> • Have the ability to communicate effectively with all stakeholders. • Be a team player who can work collaboratively or by themselves. • Have the ability to relate with care and sensitivity to children and adults, understanding their needs and be able to respond accordingly. • Have high expectations of all pupils. • Be passionate about teaching and learning and wanting the best for all. 	
<u>Personal Skills/Attributes</u>	<ul style="list-style-type: none"> • Be able to use own initiative, work independently, motivate and inspire with a creative approach to problem solving. • Must have the ability to work calmly under pressure and have the ability to adapt quickly and effectively to changing circumstances/situations. • Have a positive attitude, be calm, patient, organised, firm/fair, creative, able to use own initiative, flexible, committed, willingness to adapt as the occasion demands, likes children! 	Positive attitude and willingness to running additional school activities such as clubs or whole school events.
<u>Confidentiality</u>	<ul style="list-style-type: none"> • Have the ability to maintain professional relationships with others including staff, parents and other professionals and honour confidentiality at all times including online. 	
<u>Behaviour Management</u>	<ul style="list-style-type: none"> • Have a track record of good behaviour management. • Can apply behaviour management policies and strategies which contribute to a purposeful learning environment. • Have the ability to promote/lead positive activities following the school's behaviour policy. 	