**Job Description**

**Job Title:** Special Educational Needs Co-ordinator (SENCo)

**Salary Scale Point:** Main Scale/UPS as appropriate

**Relationships**

* The post holder is responsible to the Head Teacher for his/her teaching duties and additional responsibilities and for teaching tasks.

**Principle accountabilities**

**Safeguarding**

Fulfil personal responsibilities and support the CEO, Head Teacher and Deputy Head in securing compliance by those working in school, for safeguarding as set out in the Children’s Act, Statutory Guidance and by the Local Children’s Safeguarding Board. These include:

* Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
* Operating clear whistle blowing procedures
* Sharing information, with other professionals
* Assigning a designated professional lead for safeguarding
* Operating safe recruitment practices
* Ensuring appropriate supervision and support for staff, including undertaking induction, safeguarding training and reviews of practice
* Establish, operate and monitor clear policies for dealing with allegations against people who work with children

**Generic Responsibilities:**

* To promote the aims and objectives of the school and maintain its philosophy of education and to support the Head Teacher in promoting the ethos of the School.
* To follow any current and applicable School Policies under the direction of the Head Teacher.
* To respond to the needs of the school, with particular reference to the teaching of groups and classes within the school, as deemed necessary by the Head Teacher in accordance with STPCD.

**SENCo:**

***Purpose***

The SENCo will have responsibility for:

* Determining the strategic development of Special Educational Needs and Disability (SEND) Policy in the school.
* Day-to-day operation of the SEND policies and coordination of specific provision to support individual students with SEN, LAC or other needs.
* Coordination of specific provision to support children in receipt of Pupil Premium funding.
* Providing professional guidance to colleagues, working closely with staff, parents and other agencies.

The post holder will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document and DfE Teacher Standards.

***Duties and responsibilities***

**Strategic development of SEND policy and provision**

* Have a strategic overview of provision for students 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 students with SEN or a disability.
* Ensure the SEND policy is put into practice, and that objectives of this policy 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 policy and co-ordination of provision**

* Maintain an accurate SEND register and provision map.
* Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEND support.
* Be aware of the provision in the local offer.
* Work with other schools, educational psychologists, health and social care professionals, and other external agencies.
* Be a key point of contact for external agencies, especially in the local authority.
* Analyse assessment data for students with SEN or a disability.
* Implement and lead intervention groups for students with SEND, and evaluate their effectiveness.

**Support for Students with SEND or a Disability**

* Identify a student’s SEND.
* Co-ordinate provision that meets the student’s needs, and monitor its effectiveness.
* Secure relevant services for the student.
* Keep detailed records of the progress of students receiving learning support including writing and reviewing, EHCPs and Annual Reviews.
* Review the Education, Health and Care Plan with parents or carers and the student.
* Communicate regularly with parents or carers.
* Ensure that if the student transfers to another school, all relevant information is conveyed to the new school, and support a smooth transition for the student.
* If a student transfers from another school, all relevant information must be obtained to support a smooth transition for the student.
* Promote the student’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.

**Leadership and Management**

* Work with the Headteacher and Trustees to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
* Carry out monitoring and review activities with the SEND link Trustee(s).
* 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 where required.
* Share procedural information, such as the school’s SEND policy.
* Promote an ethos and culture that supports the school’s SEND policy and promotes good outcomes for students with SEN or a disability.
* Work with Head TA to lead and manage teaching assistants working with students with SEN or a disability.

**Teaching & Learning**

* In conjunction with SLT, monitor teaching and learning, including planning and work scrutiny, to ensure they meet the needs of children with SEND.
* Model inclusive teaching and support colleagues as appropriate.
* Evaluate the impact of inclusive teaching and support staff to improve practice.
* Ensure all staff are kept up to date with teaching and learning strategies that promote effective inclusive practice.

**Assessment & Recording**

* Conduct an annual SEND audit.
* Advise on setting targets for raising attainment.
* Work alongside teachers to identify appropriate support for children.
* Test students for examination concessions.

Personal and professional conduct

All teachers are expected to demonstrate consistently high standards of personal and professional conduct. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
* showing tolerance of and respect for the rights of others, not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**Special Conditions**

The postholder will be subject to an enhanced DBS disclosure and suitability check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act and all convictions or cautions must be declared.

At all times ensure that priority is given to the safeguarding of young people and that Safeguarding Policies and Procedures are followed.

This Job Description may be amended at any time, according to the changing priorities of the school as identified within the school’s strategic plan and in consultation with the post holder.

*PLT is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.*