



**SENCO  
Job Description**

**Job title:** SENCo

**Purpose:** Whole-school teaching and learning responsibility in the area of SEN Inclusion.

**Responsible to:** The Headteacher

**Core 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, as set out in the School Teachers' Pay and Conditions Document.
- Carry out the duties as detailed in the SEN Code of Practice and meet the requirements of special educational needs children. The SENCO will be predominantly non-class based but will be expected to support targeted groups of children when required.

**Teaching and learning**

1. Identify and adopt the most effective teaching approaches for SEN pupils.
2. Monitor teaching and learning activities to meet the needs of SEN pupils.
3. Liaise with other schools to ensure continuity of support and learning when transferring SEN pupils.
4. Promote Inclusion best practice and contribute to the aims and ethos of the school.

**Recording and assessment**

1. Set targets for raising achievement among SEN pupils and other groups as appropriate.
2. Collect and interpret specialist assessment and performance data and share with other staff and Governors as appropriate.
3. 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.
4. Update the Headteacher and Governing Body on the effectiveness of provision for SEN children.
5. Keep parents informed about their child's progress through individual meetings and at parents' evenings.

6. As necessary, prepare applications for Statements of Educational Needs; co-ordinate and attend annual reviews.
7. Assist Assessment Leader in making applications for additional support, time and/or specific papers for end of Key Stage assessments.
8. Maintain SEN register.
9. Evaluate the effectiveness of provision.

### **Leadership**

1. Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to SEN pupils.
2. Provide training opportunities for learning support assistants and teachers to learn about Inclusion, including whole-school Inset.
3. Disseminate good practice in Inclusion across the school.
4. Identify resources needed to meet the needs of SEN pupils and manage the SEN budget.
5. Work with the Headteacher and Governors on the strategic development of SEN and Inclusion, including reviewing and formulating appropriate policies.
6. To be responsible for the supervision and organisation of learning support assistants, including their performance management.
7. Support pupil progress meetings, recording agreed provision within provision maps.
8. To be involved in the appointment of Teaching Assistants.
9. To work with the Headteacher and other key staff on developing the effectiveness of transition arrangements between the Infant and Junior schools.
10. Liaise with the Educational Psychology service and other specialist and support agencies.
11. To keep abreast of developments in SEN (e.g. research, changes to the law) and inform staff and Governors as necessary.
12. To attend appropriate training, CPD and conferences and provide feedback to colleagues.
13. Lead CPD on inclusion matters as needed across the school.
14. Work with the Headteacher and Assistant Headteachers to plan the overall deployment of teaching assistants throughout the school.
15. Liaise with key stage leaders and all teachers in the successful deployment of learning support assistants within key stages and year groups.
16. Undertake SEN self-evaluation, contributing to the school SEF and improvement plan and planning for continuous improvement in inclusion practice
17. Model good practice in teaching pupils with SEN including those with severe complex needs.
18. Develop links with governors, the LA, external agencies and neighbouring schools.

### **Other and responsibilities**

To willingly undertake any reasonable task requested by the Headteacher from time to time to support the safeguarding of staff and children.

Signed \_\_\_\_\_ Date \_\_\_\_\_