

**HILT**  
**Milwards Primary School & Nursery**  
**Inclusion Leader and SENCo**

**Job Description**

**Job details**

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

Salary: MPS + SEN Points – negotiable according to experience

Contract type: Permanent / 0.9 (equivalent of 4.5 days per week)

Reporting to: Headteacher

**Main purpose**

The Inclusion Leader/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.

**Duties and responsibilities**

**Strategic development of SEN policy and provision**

1. Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
2. Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
3. Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the School Strategic Plan

4. Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
5. Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

### **Co-ordination of Provision**

- Maintain an accurate SEND register and linked provision maps
- Provide guidance to colleagues on teaching pupils with SEN or 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 deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, Educational Psychologists, Specialist Teachers, 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, co-ordinate and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Work in collaboration with other schools within the HILT MAT.

### **Support for pupils with SEND/LAC**

- Identify a pupil's special educational need
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services/support for the pupil
- Ensure all records are maintained and kept up to date
- Review the education, health care plans 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 a designated teacher for looked-after children

### **Leadership and Management**

- Work with the headteacher and local 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
- Line manage Learning Support Assistants
- Contribute to the school strategic plan and whole school policies
- 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 and manage teaching assistants working with pupils with SEN or a disability
- Lead staff performance management reviews and produce PMR reports
- Review staff performance on an ongoing basis
- Organise timetables and cover for children with SEND

#### **Other areas of responsibility**

- Be a deputy designated safeguarding lead
- Be a member of the leadership team
- Support and monitor attendance throughout the school to agreed annual targets, and meeting all statutory and legal requirements.
- Use Integris to monitor absence and identify trends
- Provide attendance information for school reports
- To work with families at the school and the Educational Welfare Officer to improve attendance and persistent absentee rates
- Provide cover for Learning Support Assistants/teachers as directed.

The Inclusion Leader/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 Headteacher.

## Person Specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<p>Qualified teacher status</p> <p>National Award for SEN Co-ordination (Desirable)</p>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Teaching experience – good class teacher</li> <li>• Experience of working at a whole-school level</li> <li>• Experience of using and analysing data effectively</li> <li>• Involvement in self-evaluation and action and development planning</li> <li>• Experience of conducting training/leading INSET</li> <li>• Successful experience of line managing staff</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Good knowledge of the SEND Code of Practice</li> <li>• Understanding of what makes 'quality first' teaching, and of effective intervention strategies that have impact on progress</li> <li>• Experience of working professionally and effectively with parents and carers</li> <li>• Ability to provide good quality reports and communicate clearly and succinctly to an audience</li> <li>• Ability to plan and evaluate interventions</li> <li>• Data analysis skills, and the ability to use data to inform provision planning</li> <li>• Excellent communication and interpersonal skills</li> <li>• Ability to build professional and effective working relationships</li> <li>• Ability to influence and negotiate</li> <li>• Good organisational and record-keeping skills</li> </ul>

<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Must like children</li> <li>• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</li> <li>• Commitment to equal opportunities and securing good outcomes for pupils with SEND/vulnerable groups</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Being a solution finder</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Being a role model for high quality and inclusive practice</li> <li>• Commitment to safeguarding and equality</li> </ul>
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### **Notes:**

This job description may be amended at any time in consultation with the postholder.