



Benton Park School



JOB DESCRIPTION

SPECIAL EDUCATIONAL NEEDS COORDINATOR

Name:	
Subject:	
Allowances:	L6-10
Responsible to:	Co-headteachers
Line Manage:	Teaching Assistants
Review Date:	July 2018

JOB PURPOSE:

The SENCO, with the support of the Head teacher and Governing body, will take responsibility for the day to day operation of provision made by the school for students with learning difficulties and disabilities and special educational needs.

He/she will provide professional guidance in the area of special educational needs in order to secure high quality teaching and learning and the effective use of resources to raise standards of achievement for all students.

He/she will ensure that the Headteacher, SLT and Governors are kept up to date with the changing SEN agenda, expectations and national requirements for SEN provision, including funding expectations. He/she will ensure that all staff are trained/ up to date on relevant changes/expectations and ensure that this is embedded across school.

He/she will lead the Teaching Assistants to ensure they provide intervention that ensures that SEN students are able to maximise their academic potential as well as ensuring that they are prepared for life beyond school.

To be an active member of the Extended Leadership Team.

Maintain a highly visible and professional profile within the School.

All members of the Extended Leadership are expected to fulfil the requirements of the generic job description alongside the more specific areas outlined within this job description.

The specific responsibilities include:

Curriculum, Teaching and Learning

1. To develop and implement the school's SEN Policy and keep the Headteacher informed of the operation of the policy
2. To support the SLT in ensuring that all staff plan and encourage the learning of all students
3. To actively collaborate with Curriculum and Key Stage Leaders to ensure that the learning of all students is given equal priority and that available resources are used efficiently in support of this purpose
4. To support assessment of students and to identify progress and inform intervention through IEPs
5. To support, guide and motivate colleagues to meet the needs of students on the SEN Register, particularly in disseminating examples of effective practice in relation to students with special educational needs
6. To work with the SLT, staff, parents, the Governing Body and agencies to co-ordinate the day to day operation of the SEN Policy ensuring that the name of any student identified as a cause for concern is recorded and a graduated response considered
7. To lead the development of a positive ethos for raising attainment and the successful inclusion of all SEN students
8. To assess students' learning needs and support staff in understanding those needs in order to raise attainment
9. To develop and maintain effective systems to identify and meet individual needs that are well co-ordinated, monitored, evaluated and reviewed
10. To ensure that the students meet national and school targets for students with special educational needs and assist in the evaluation of the effectiveness of teaching and learning.
11. To use key data to analyse and report on the performance of students with special educational needs
12. To analyse and interpret relevant information, local and school data, plus research and inspection evidence to inform the SEN Policy, practises, expectations, targets and teaching methods
13. To implement effective ways of overcoming barriers to learning and sustaining effective teaching
14. To support the identification of, and dissemination of, the most effective teaching approaches for students with special educational needs

15. To maintain effective partnerships between parents and school staff so as to promote learning and inform parents about targets, achievements and progress
16. To develop effective liaison with external agencies to provide maximum support for students with special educational needs
17. To work with the Data Team to support access arrangements

Human Resources

18. To lead the professional development of Teaching Assistants and ensure that their role is effectively monitored and reviewed to ensure maximum impact for SEN students' progress.
19. To monitor and report on the work of individual members of the department, to ensure it conforms with school and departmental policies

Student Management

20. To be the designated member of staff for "Looked After" children
21. To have a high level understanding of Child Protection signs and indicators and follow the national guidelines in relation to Child Protection and the safeguarding of children

Enrichment and Engagement

22. To support trips, extra-curricular and enrichment activities for all Key Stages to ensure they are fully engaged in all aspects of their learning and development.

ADDITIONAL SPECIFIC RESPONSIBILITIES:

1. To work with colleagues and the various support agencies in order to co-ordinate and develop school based strategies for the identification and review of children with special educational needs
2. To liaise with feeder schools in respect of students with statements of special need
3. To liaise with the school psychologist where such support for individual students is deemed necessary

GENERAL DUTIES

As defined by the School Teachers' Pay and Conditions Act 1991 and subsequent orders as listed in the most recent School Teachers' Pay and Conditions document.

HEALTH & SAFETY

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

SAFEGUARDING

The School (and the Local Authority) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

All job descriptions may change and/or be amended, following negotiation, with the Headteacher in light of changing national, local and school agendas.

Signed

Date:

PERSON SPECIFICATION

Job Title: SENCO		
KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications & Experience	<ul style="list-style-type: none"> education to degree level or equivalent QTS and GTC registered an excellent track record of recent, relevant professional development experience of effective teaching 	<ul style="list-style-type: none"> innovative use of resources SEN Qualification Child Protection Training – Level 3
Leadership & Management	<ul style="list-style-type: none"> experience of working as a strong leader and as a member of a team in an educational setting innovative approaches to working with students, parents, staff and other stakeholders prioritise, plan and organise direct and co-ordinate the work of others set high standards and provide a role model for students and staff deal sensitively with people and resolve conflicts a commitment to an open and collaborative style of management 	<ul style="list-style-type: none"> motivate all those involved in the delivery team liaise effectively with other organisations and agencies proven track record of improving SEN provision and outcomes
Knowledge & Understanding	<ul style="list-style-type: none"> the principles behind the Core Purpose in the JD and their potential for raising standards the principles and practices of strategic and operational planning and delivery effective review and evaluation procedures 	<ul style="list-style-type: none"> different methods of consulting with stakeholders the application of ICT to effective management and learning strategies for ensuring equal opportunities for staff, students and other stakeholders
Communication Skills	<ul style="list-style-type: none"> communicate the vision of the School to a range of stakeholders negotiate and consult fairly and effectively develop and manage good communication systems communicate effectively orally and in writing to a range of audiences 	<ul style="list-style-type: none"> develop, maintain and use an effective network of contacts Working with teams to improve SEN students outcomes
Decision Making and Judgement Skills	<ul style="list-style-type: none"> make decisions based on analysis, interpretation and understanding of relevant data and information 	<ul style="list-style-type: none"> think creatively and imaginatively to anticipate, identify and solve problems

	<ul style="list-style-type: none"> • demonstrate good judgement 	
Personal qualities	<ul style="list-style-type: none"> • a commitment to inclusive education • evident enjoyment in working with young people and their families • empathy in relation to the needs of the school and the local community • ability to inspire confidence in staff, students, parents and others • adaptability to changing circumstances/new ideas • reliability, integrity and stamina • prioritise and manage own time effectively • work under pressure and to deadlines • seek advice and support when necessary 	<ul style="list-style-type: none"> • achieve challenging professional goals • personal ambition and potential for further promotion • intellectual ability and curiosity • determination to succeed and the highest possible expectations of self and others • vision, imagination and creativity • resilience and perspective