



JOB DESCRIPTION

TITLE:	Lead for SENCO
GRADE:	Management Grade – Competitive, depending on experience
LOCATION:	Nishkam Primary School – Wolverhampton
REPORTING TO:	Deputy Head

CONTEXT

The key task of the SENCO is to ensure that Special Educational Needs (SEN) provision is both efficiently and effectively managed. 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.

Core Purpose

The SENCO, with the support of the Head 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.

Main Responsibilities

- Strategic direction and development of SEN provision
- Teaching and learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources

1. Strategic direction of SEN provision

- 1.1 Ensure effective systems of communication, including feedback about pupil's learning to inform future planning for SEN.
- 1.2 Monitoring the quality of SEN support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- 1.3 Ensure that the objectives of the SEN policy are reflected in the school improvement plan. Liaise with and coordinate the contribution of external agencies
- 1.4 Up-to-date knowledge of National and local initiatives which may impact upon policy and practice.

2. Teaching and learning

- 2.1 Influencing the whole Teaching and learning policy to promote aspects of inclusive teaching
- 2.2 Leading INSET regularly and where appropriate; this may include chairing and be a part of working parties
- 2.3 Providing opportunities for observation of colleagues/visits to other schools in order to share best practice.
- 2.4 Collect and interpret specialist assessment data gathered on pupils and use to inform practice.

- 2.5 Work with pupils, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SEN pupils
- 2.6 Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum
- 2.7 Overseeing and monitoring the quality of IEPs and IPPs such as pastoral support plans and maintaining detailed information for subsequent meetings with parents
- 2.8 Develop systems for colleagues to monitor and record progress made by pupils with SEN towards the achievement of targets set in IPPs;
- 2.9 Review IEPs and IPPs monthly with parents, students, teachers and agree and communicate new targets.
- 2.10 Supporting the Head in meeting statutory responsibilities for SEN statements and their Annual Review
- 2.11 Lead the Annual Review meetings for statemented students
- 2.12 Liaise with the Examinations Officer and IB Co-ordinator to ensure Educational Psychology reports are up to date and provision for special needs for all examinations is identified and met.

3. Supporting staff

- 3.1 Advise the head and Deputy head on all staffing matters within the department;
- 3.2 Develop proformas for essential repetitive paperwork, in order to create an administrative infrastructure as part of an effective communications system.
- 3.3 Identifying the training needs of staff and organising/coordinating INSET to be delivered by other professionals
- 3.4 Disseminate procedural information such as recommendations of the code of practice, Surrey guidance, or the schools own SEN policy
- 3.5 Ensure the establishment of opportunities for SEN Teaching Assistants to review the needs, progress and targets of pupils with learning difficulties
- 3.6 Provide regular information to the Head, governing body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision-making and policy review

4. Efficient and effective deployment of staff and resources

- 4.1 Draw up the annual department budget and annual Departmental Development Plan
- 4.2 Provide advice to Head/SMT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEN
- 4.3 Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT
- 4.4 Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school.
- 4.5 Organise and manage rota of staff to cover 'the drop in centre' so that it is available in all timetabled time Monday-Friday (this does not mean to teach students in there at this time, but to ensure good order and appropriate work is being undertaken, and to take a register)

PERSON SPECIFICATION – Lead for SENCO

The attached person specification describes the knowledge and experience needed for this job.

The post holder will ensure that the NST's equal opportunities and health and safety policies are reflected in all aspects of the work for which she/he is responsible.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Person Specification			
Required	Verification	Desirable	Verification
Graduate with QTS & evidence of CPD	A	1 st or 2:1 honours degree	A
Teaching experience in at least 1 school in the primary sector.	A, R, I	Experience of, or interest in teaching in all primary Key Stages	A, R, I
Experience of working with pupils with special needs.	A, R, I	Experience of Annual reviews and liaison with outside agencies.	A, R, I
Ability to administer the SEN provision.	A, R, O, I		A, R, I
Ability to provide challenging, exciting and inspiring teaching that meets the needs of all children and promotes their successful learning	R, O, I	Ability to impact on the educational progress of pupils in other classes than the post holder's own class	A, R, I
Clear knowledge and understanding of the use of assessment and how this can positively impact on rates of progress	R, O, I	Knowledge of current SEN educational developments and initiatives	
Ability to identify pupil needs and act upon them in order to raise standards.	A, R, O, I	Ability to work as part of the senior leadership team and guide staff in their support of pupils with special needs.	A, R, I
Be an creative thinker with lots of good ideas & be a problem solver showing insight, perception and optimism	I		
Ability to effectively manage pupils' behaviour in a positive manner with consistent clear boundaries following the school's behaviour management policy.	A, R, O, I	Support colleagues in their management of children's classroom behaviour.	A, R, I
From successful practice have held leadership of a curriculum area or theme and achieved positive impact on children's learning	A, R, I	Ability to lead, develop and enhance the teaching practice of other staff.	A, R, I
Evidence of successful team involvement	A, R, I	Evidence of successful staff team leadership	A, R, I
Ability to be an effective communicator with children, colleagues, parents, governors and the wider school community	R, I	High level of written and oral communication skills.	

Well organised, able to work to deadlines, contribute to strategic planning and stay calm under pressure	R, I	Flexible approach & ability to respond to changes - ability to think on your feet.	
Willingness to undertake CPD in areas of responsibility, cascade training & information to team members & all staff	I	Evidence of leading staff INSET. Recent & relevant CPD, particularly in relation to special needs and integrated services.	R
Understanding of implementing equal opportunities in school	I	Experience of working with EAL children	
A= Application, R= References, I= Interview process, O= Observation of teaching			