

## **Special Educational Needs Coordinator (SENCO)**

### **Job Description**

**Responsible to:**        **The Headmaster**

**Job Purpose:** To work closely with the Headmaster, Head of Teaching and Learning and Director of Studies, and other colleagues in the strategic development of the school's Special Educational Needs and Disability (SEND) Policy and oversee the day-to-day operation of that Policy and the Twyford Learning Skills (LS) Department, with the aim of helping SEND pupils reach their potential.

#### **Areas of Responsibility and Key Tasks:**

- Strategic Direction and Development of SEND Provision at the School (with the support of, and under the direction of the Headmaster and Senior Leadership Team)
- exercise a key role in assisting the Headmaster, Head of Teaching and Learning and Director of Studies with the strategic development of SEND policy and provision at Twyford;
- line manage all Specialist Teachers in the LS Department (in Pre-Prep and Prep);
- support all staff in understanding the needs of LS pupils;
- ensure the objectives to develop LS are reflected in the School Development Plan;
- monitor progress of IEP objectives and targets for pupils with LS from subject teachers' plans and observations of pupils, evaluate the effectiveness of teaching and learning through feedback from teachers and use this to provide further guidance to teaching staff;
- analyse and interpret relevant school, local and national data and advise the Headmaster on the level of resources required to maximise achievement;
- liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision;
- maintain the Learning Skills Register

## **Teaching and Learning**

- as with other Specialist Teachers, to teach a range of pupils with specific learning difficulties;
- lead the identification of, and disseminate the most effective teaching approaches for, pupils with LS needs;
- work with the Headmaster and staff to develop effective ways of bridging barriers to learning through:
  - screening and assessment of needs
  - monitoring of teaching quality and pupil achievement
  - target setting, including IEPs written by specialist LS teachers and monitoring of IEP targets
  - maintaining a recording system for progress
- collect and interpret specialist assessment data to inform practice and provision;
- undertake day-to-day co-ordination of LS pupils' provisions through close liaison with members of the LS Department, staff, parents and external professionals;
- work with the Headmaster, the Head of Teaching and Learning, LS Specialist Teachers, Director of Studies, teachers, Heads of Year, Heads of Department, pastoral and boarding staff to ensure all pupils' learning is of equal importance and that there are realistic expectations of pupils;
- consider the range of teaching strategies / equipment that could be utilised for pupils receiving Learning Support.

## **Leading and Managing**

- Coordinate any materials/information required for Inspection, and maintain the LS Register;
- Ensure all relevant information is entered and stored on the School information management system (iSAMS) in a way that is easily accessible to staff;
- lead weekly meetings with all LS Specialist Teachers together, as well as liaise with each LS Specialist Teacher separately to ensure collective and individual workloads and tasks are coordinated
- provide professional guidance to LS Specialist Teachers and all teaching staff to secure good teaching for LS pupils, through written guidance, data and meetings;
- contribute to the performance management process of LS Specialist Teachers;
- advise on and contribute to the professional development of LS Specialist Teachers, as well as occasional whole school INSET provision;

- provide regular information to the Headmaster on the evaluation of LS provision.

### **Effective Deployment of Staff and Resources**

- advise the Headmaster and Bursar of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency;
- prepare annual budgetary bid and present to Headmaster and Bursar, manage and justify expenditure through the year;
- maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of the School's SEND policy.

### **Other Professional Requirements**

- coordinate preparation of Education, Health and Care Plans (EHCPs), where necessary, together with the Senior School Nurse and Head of Pastoral Care, and attend / chair meetings with external professionals when necessary.
- professional duties set out in staff handbook, including being involved with the house system and whole school events etc.

### **Expected Qualifications**

- OCR Level 7 or equivalent
- PATOSS Practising Certificate including Assessment

**Special Educational Needs Coordinator (SENCO)  
Person Specification**

	<b>Essential</b>	<b>Desirable</b>
Qualifications	<p>Qualified Teacher Status OCR Level 7 or equivalent PATOSS Practicing Certificate including Assessment</p>	
Experience	<p>The SENCO should have experience of:</p> <ul style="list-style-type: none"> <li>• Working with pupils on the Special Educational Needs Register</li> <li>• Teaching at KS2 and 3</li> <li>• Evidence of working with colleagues at KS 2 and 3</li> <li>• Evidence of leading a team of teachers</li> <li>• Experience of budget management</li> <li>• Experience of working alongside other teachers in the development of teaching and learning</li> <li>• Experience of working alongside external professional</li> <li>• Experience of setting targets and monitoring, evaluating and recording progress</li> </ul>	<p>Experience of teaching at KS1</p> <p>Experience of working within the Independent Schools sector</p>
Knowledge and Understanding	<p>The SECO should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Safeguarding procedures including child protection</li> <li>• The SEN Code of Conduct and its practical application</li> <li>• Knowledge of and experience of implementing a range of strategies within SEND</li> </ul>	<p>In addition, The SECO might have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The roles and responsibilities of educational psychologists</li> <li>• Pastoral support plans</li> <li>• Knowledge and understanding to support EAL</li> </ul>

	<ul style="list-style-type: none"> <li>• The process of statementing and the evidence required</li> <li>• Behaviour management techniques</li> <li>• Concepts of Gifted and Talented</li> <li>• Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills</li> </ul>	<p>children</p> <ul style="list-style-type: none"> <li>• The appropriate assessment criteria for examination concessions</li> </ul>
Skills and Qualities and Abilities	<p>The SENCO will be able to:</p> <ul style="list-style-type: none"> <li>• Possess high quality teaching skills</li> <li>• Build strong productive relationships at all levels</li> <li>• Empathise with the challenges faced by children with SEN whilst expecting the best levels of learning and attainment</li> <li>• Manage and lead specialist teachers</li> <li>• Organise and sustain systematic support from a variety of providers for a range of SEND</li> <li>• Manage the co-ordination of teaching assistants in support of SEND pupils</li> <li>• Advise and motivate teachers with SEND initiatives</li> <li>• To be confident in the use of IT and a range of appropriate software</li> <li>• Clearly present a wide range of specialized information to both educationalists and non-educationalists</li> <li>• Make consistent judgments based on careful analysis of available evidence</li> <li>• Produce excellent written and oral communication</li> </ul>	To be able to influence and negotiate effectively

	<p>to a range of people</p> <ul style="list-style-type: none"> <li>• Show strong organisational ability, prioritising tasks and managing time effectively</li> </ul>	
Professional development	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development</li> <li>• Ability to identify own learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership or management training</li> </ul>
Personal characteristics	<ul style="list-style-type: none"> <li>• A willingness to share expertise, skills and knowledge</li> <li>• A sensitivity to the aspirations, need and self-esteem of others</li> <li>• Committed to team working</li> <li>• Willingness to address challenging issues with clarity of purpose and diplomacy</li> <li>• To have a self-confidence , be energetic and resilient and able to work with enthusiasm at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Prepared to attend external meetings and training sessions</li> </ul>
Strategic Leadership	<ul style="list-style-type: none"> <li>• Present strongly with the ability to enthuse and motivate others</li> <li>• Understanding of and commitment to promoting and safeguarding the welfare of pupils</li> <li>• Knowledge of effective strategies for raising standards and achievements of pupils</li> </ul>	