

SENCO – Job Description

Responsible to: Headteacher & Executive Headteachers

Key Responsibilities for:

- the effective implementation of School and Centre Education Health Care Plans/Statements
- the school's provision for Special Educational Needs and Disabilities and Provision Mapping

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Teaching and Learning

1. Identify and adopt the most effective teaching approaches for pupils with SEND
2. Monitor, evaluate and adjust teaching and learning activities to meet the needs of pupils with SEND
3. Identify and teach the basic skills that will develop pupils' ability to work independently
4. Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND
5. Meet individual pupils needs, including SEND & Looked After Children (PEPs)
6. Evaluate assessment data and discuss next steps with the Headteacher/Executive Headteacher

Recording and assessment

1. Set appropriately challenging targets for raising achievement among pupils with SEND
2. Identify, assess and review SEND and collect and interpret SEND assessment data
3. Enable early identification and intervention through assessment and observation within our EY environment.
4. Ensure the interventions within year group intervention grids meet the needs of all pupils with SEND
5. In collaboration with class teachers, keep parents informed (through structured conversations) about their child's progress at key and regular intervals throughout the year.

Training and Development

1. The National Award for Special Educational Needs Co-ordination is a requirement for the post holder.
2. Deliver and share training and development opportunities within school and across partnerships.
3. Support and help induct new members of staff, including Newly Qualified Teachers.
4. Attend courses/meetings and evaluate and report back to the Head and other key staff on the essential issues.
5. Ensure teachers know the strengths and targets for all SEND pupils and that they use the strategies within statements/EHC Plans and the recommendations within specialists' reports, in their planning for pupils with SEND.
6. Audit, order, organise and allocate resources throughout the school, keep an inventory and manage a budget.
7. Take an active role in organising special curriculum events, as agreed with the Headteacher.
8. Assist class teachers with their termly parent workshops and in their communications with parents.

Leadership

1. Lead the school through the transition between the previous and new SEND Code of Practice 0 – 25 years.
2. Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND and ensure all school staff understand their roles and the changes under the new SEND Code of Practice.
3. Provide training opportunities for teaching assistants including HLTAs, teachers and other adults working with our pupils, to learn about particular aspects of SEND and effective teaching strategies.
4. Organise and lead inset to assist teachers in providing early intervention for pupils with SEND through first quality practice.
5. Help teachers with children with SEND and EHCPs to meet individual needs and ensure statutory paperwork and other preparation for meetings e.g. Multi Professional Planning Meetings are completed in good time and, where necessary send reviews to the appropriate agencies.
6. Monitor the children with SEND to check that they are making expected progress or better throughout the school.
7. Lead SEN reviews on pupil progress to provide challenge and support to improve their progress.
8. Monitor the effectiveness of interventions delivered by teaching assistants/HLTAs and the impact they have on pupils when working with them in classes.
9. Write and review rapid impact plans for improving provision and achievement of SEND.
10. Liaise with members of the Governing Body to inform them of progression of the SEND Rapid Impact Plan, quality of teaching and learning, progress of pupils and overall standards across all Key Stages.

11. Develop productive partnerships with outside agencies and identify needs across the school for commissioning support, raising requests with the Assistant Headteacher for Inclusion.

Standards and quality assurance

1. Support and promote the high aspirations, positive ethos and inclusive culture of the school to colleagues, governors, parents, children and members of the wider community
2. Provide a key reference point in providing information and support for families of children with SEND
3. Support and promote all school policies and procedures, particularly those relating to child protection and safeguarding, equality, health and safety, confidentiality, behaviour, data protection and supporting pupils with medical needs in particular.
4. Liaise with the Head and SLT promptly following meetings regarding pupils and parents of the school and keep up to date records of any actions/outcomes from the meetings.
5. Be aware of and support pupil differences and ensure that all pupils have equal access to all school opportunities.
6. To promote the general progress and wellbeing of individual pupils throughout the school.
7. To provide advice and guidance to pupils and parents on educational, emotional and social matters in line with school policies.
8. Attend and participate fully in school events e.g. open evenings, parental workshops and pupil performances
9. Attend phase, year group and staff meetings as identified on the school's half termly calendar.
10. Develop strong links with governors and other schools within our local partnerships.