

Anfield School Anfield International Kindergarten Anfield International Kindergarten & Nursery



SENCO Job Description

RESPONSIBLE TO: The Principal

As a teacher at Anfield School/Anfield International Kindergarten/Anfield International Kindergarten & Nursery you should:

- Be true to the Anfield Mission Statement and work to achieve its ideals
- Maintain excellent relationships with children and their families, being aware of the pastoral role that is necessary in a successful school
- Be wholeheartedly committed to the Christian aims and ethos of the school and be able to implement those aims in your work
- Contribute to the ethos of Anfield
- Demonstrate a duty of care for all children at the school
- Encourage the home/school partnership and contribute to the life of the school
- Foster a learning environment and educational experience which provides students with the opportunity to fulfil their individual potential

INTRODUCTION

The SENCo, with the support of appropriate staff, seeks to develop effective ways of overcoming barriers to learning in order to raise standards of achievement. This will include analysis and assessment of children's needs and setting targets for improvement. The SENCo will collaborate with colleagues and parents to ensure the IEP can be effectively met.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Principal or other Senior Manager if appropriate, who will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually and any changes will be subject to consultation.

Responsible for: The Learning Support Team

Principle Purpose:

*This job description is not a comprehensive definition of the post.
Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below.*

The SENCO will have knowledge and understanding of:

- The characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of pupil achievement and promoting the students' spiritual, moral, social, cultural and emotional development and how those strategies can be used to support pupils with SEN;
- How information and communication technology can be used to help pupils gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching pupils with SEN;
- Relevant research, national inspection evidence and legislation, including the SEN Code of Practice and equal opportunities legislation and how these apply to all pupils in this culture;
- The requirements to communicate information effectively to external specialists, parents and other schools or colleges on transfer;
- How to contribute to the professional development of other staff in relation to pupils with SEN; including how to recognise and deal with stereotyping in relation to disability or race;
- The purpose of individual education plans, including leading their formulation, and planning their implementation and review.
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Key Responsibilities:

1. To co-ordinate provision for pupils with SEN
 - Overseeing the day-to-day operation and implementation of the school's SEN policy
 - Identifying individual pupil needs
 - Contributing to assessment of identified students
 - Supporting IEP / IBP writing
 - Monitoring and reviewing IEPs / IBPs
 - Monitoring progress of pupils of concern
 - Ensuring appropriate special arrangements for exams are in place
 - Maintaining the SEN register
 - Maintaining dated records of contact with others
 - Keeping records of relevant background information of pupils with SEN
 - Tracking, monitoring and reviewing individual or group progress
 - Organising, conducting and reporting on annual reviews/ transition reviews
2. To contribute to the strategic direction and development of SEN provision within the school
 - Ensure effective systems of communication and training to remove barriers to learning
 - Monitoring the quality of SEN support by establishing effective systems to identify and meet the needs of students, whilst ensuring that the systems are co-ordinated, evaluated and regularly reviewed
 - Ensure that the objectives of the SEN policy are reflected in the school development plan
 - To respect the need for confidentiality when handling sensitive information
 - Provide input to, or make recommendations for, the Principal's reports to the Board
 - Ensure SEN is a whole school issue

3. To liaise within and outside school

- Liaising with and advising fellow teachers
- Liaising with parents of children with special educational needs in co-operation with the class teacher
- Liaising with external specialists and develop effective working partnerships
- Liaising with other SENCOs
- Developing and maintaining effective partnerships between parents and the school staff so as to promote pupils' learning; communicate effectively; providing information to parents about targets, achievement and progress
- Passing / receiving information generally or on specific children
- Liaising with staff running additional programmes

4. To manage and develop staff and other adults

- Assessing the needs for the in-service training of staff
- Advise, contribute to and, where appropriate, provide professional development to staff to increase their effectiveness in responding to pupils with SEN. Provide support and training to special needs TA's in relation to pupils with SEN, understand their needs and the importance of raising their achievement

5. To manage own performance and development:

- Keep abreast of the latest research, issues, resources and legislation
- Judge when to make decisions and when to consult with others in liaison with the Principal (including external specialists)
- Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues

6. To manage SEN resources

- Accumulating and promoting the use of special needs resource materials
- Responsibility for spending and monitoring the SEN budget within agreed guidelines, and in line with priorities established in the school development plan
- Supporting teachers with the management of teaching assistants
- Teaching individuals, small groups or classes as appropriate, including team teaching or support teaching
- Establish staff and resource requirements to meet the needs of pupils with SEN, advise the Principals of likely priorities for expenditure and allocate resources made available with maximum efficiency to ensure value for money
- Deploy, or advise the Principal on the deployment of staff involved in working with pupils with SEN to ensure the most efficient use of teaching and other expertise
- Act as T.A. mentor
- Ensure that there is a safe working & learning environment in which risks are properly assessed

VISION STATEMENT

Our vision is to ensure each child is given a solid foundation of learning, has a sense of self-confidence and self-belief, and is self-motivated, flexible and cooperative.

MISSION STATEMENT

Anfield is a Catholic school, in an international setting, where all are committed to creating a loving and joy-filled environment that is inspired by Jesus Christ. Anfield is a culturally diverse environment where all children are challenged, both academically and spiritually, to embrace and expand their international connections, enabling them to achieve their full potential and thrive within the global community.

GOALS

- To encourage the development in all students, the qualities of personal responsibility, consideration, courtesy and respect in their relationships with one another, their teachers, the local and global community and the environment.
- To work for excellence in all academic, cultural and sporting endeavours, stimulating excitement in learning and requiring discipline in study, whatever the ability of the child.
- To encourage children to be self-motivated, to strive to do their best in everything they do and to have confidence to take risks.
- To encourage children in independent and critical thinking about the standards and values in society and the global community, and to discover and develop a personal faith to guide them throughout their lives.
- To develop in each child a knowledge, understanding and respect for the Catholic faith.
- To prepare children for their next stage of learning in an internationally-minded environment that encourages high standards of achievement and a life-long love of learning.
- To provide an environment where everyone in our school community feels safe and is aware of their rights and responsibilities.
- To continually move forward, through innovation, creativity and endeavour, and to explore the world with its myriad of opportunities and challenges.

VALUES

In support of our school's vision and mission statement and stated goals, all students are expected to uphold the following tenets. These are not rules but values that are rooted in the Mission statement, which actively encourage positive behaviour and form the foundation of our school's behavioural policy.

- To be honest at all times
- To respect myself and others
- To treat others with kindness
- To respect my property and the property of others
- To be responsible
- To always try my best