

# Goresbrook School

## Job Description

**Post:** Primary SENCo  
**Responsible to:** Head of Primary

### Key responsibilities

- To lead, manage, develop and maintain high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils.
- To model effective teaching, to coach and train colleagues and to teach across the school.
- To teach children within a designated year group, including targeted SEND teaching where required, modelling the school's values and best practice.
- To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate.

### Strategic direction and development of SEND provision in the school – with the support of and working with the SLT to:

- Contribute to a positive ethos in which all pupils have access to a broad, balanced, and relevant curriculum.
- Support all staff in understanding the needs of SEND pupils.
- Devise and promote plans to ensure the needs of pupils with SEND are met.
- Regularly monitor progress against targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements.
- Analyse and interpret relevant school, local and national information relating to pupils with SEND and advise the Head of Primary 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 educational provision for pupils with SEND.
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately.
- Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately.

### Teaching and learning:

- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEND.
- Collect and interpret specialist assessment data on pupils with SEND to inform practice.
- Work with pupils, class teacher and key stage managers to ensure realistic and challenging expectations of pupils with SEND.
- Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEND.

### Leading and managing staff:

- Achieve constructive working relationships and establish opportunities for the SENCO, support assistants and other teachers to review the needs, progress and targets of pupils with SEND.

- Provide regular information to Senior Leadership Team (SLT) and governors on the effectiveness of SEND provision and outcomes.
- To line manage specialist LTAs and HLTAs.
- To manage the training of LTAs in relation to the needs of pupils on the SEND register and high-quality teaching.

**Advise and contribute to all aspects of SEND training to ensure the professional development of staff, parents, the community and extended schools:**

- Play a full part in the life of the school community.
- Work with parents and families who have a child with SEND offering support and guidance.
- Encourage parents to participate in the life of the school in a variety of ways.

**Managing own performance and development:**

- Demonstrate resilience and resourcefulness.
- Take responsibility for own professional development.
- Participate in the school's appraisal and professional development scheme, ensuring that objectives are set and met within the agreed timescale.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

**Use of resources:**

- Identify appropriate resources to promote and support the achievements of SEND children and ensure they are used efficiently, effectively, and safely.
- Oversee and monitor appropriate budget allocations in liaison with the Headteacher and School Business Manager.

**Additional responsibilities and general requirements:**

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated by the Head of Primary.
- Show commitment to the school, its inclusive ethos, and equal opportunities for all in the school community, strongly opposing any form of discrimination.
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues.

**Other Specific Duties:**

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example
- To promote actively the school's Policies & Procedures
- To continue personal development as agreed
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- To undertake any other duty as specified not mentioned in the above
- To comply with the school's procedures concerning safeguarding and to ensure that training is accessed

**Culture**

- Support the school's values and ethos by contributing to the development and implementation of policies practices and procedures.
- Help create a strong school community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- Help develop school culture and ethos that is utterly committed to achievement.

- To be active in issues of pupil welfare and support.
- Support and work in collaboration with colleagues and other professionals in and beyond the school, covering lessons and providing other support as required.

This document is considered to provide an outline of the areas that this role involves. This document does not preclude the post holder developing systems and structures not specifically mentioned but related to his/her broad areas of responsibility. The roles outlined above are indicative and do not preclude anything else which may be reasonably requested commensurate with the post held and duties undertaken. Employees will be expected to comply with any reasonable request from a line manager or senior member of staff to undertake work of a similar level that is not specified in this job description.

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## Person Specification

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	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Qualifications</b>	The National SENDCo qualification. Recognised Teaching Qualification with QTS status A GCSE grade C (or equivalent) in Maths and English	NPQML / NPQSL
<b>Skills &amp; Experience</b>	Experience of working with a range of children with additional needs Experience of developing and implementing systems to raise pupil outcomes Experience of planning interventions Able to communicate effectively in a wide variety of forms to a range of audiences Ability to develop recording systems to support the role Ability to set short and long term SMART targets ensuring progression for pupils	Experience of managing rapid changes effectively Track record of working well as part of a team Experience of supporting children with complex needs Experience of completing EHCP applications Devising, formulating, implementing and reviewing IEPs To have knowledge of using B Squared and Edukey
<b>Knowledge &amp; Understanding</b>	Knowledge of the SEND Code of Practice Ability to make informed use of specialist resources Ability to work with all stakeholders, in a professional and caring manner Commitment to equal opportunities for all Knowledge of planning for children with complex needs, and strategies to support their learning Knowledge of pastoral approaches to aid pupil behaviour management	Experience of implementing strategies in the 'plan, do, review' cycle Ability to provide professional direction to the work of others
<b>Personal Qualities</b>	Ability to work as part of a team Commitment to meeting the needs of all pupils Excellent interpersonal skills Commitment and enthusiasm for working with children Commitment to inclusion and raising the standards for all Ability to build relationships quickly with a diverse range of individuals	