THE MISBOURNE

Special Educational Needs Co-ordinator (SENCO)
Full time
MPS/UPS plus fringe and TLR 1.2

Job Purpose	To develop SEND strategy in line with the whole school vision and the requirements of the SEND Code of Practice. To lead the development of SEND provision and manage all aspects of special needs provision within the school on a day to day basis.
Reporting To	Assistant Headteacher
Responsible for	• ARP Manager • Teaching Assistants (TAs) • Teacher of SEND
Accountabilities	• Ensure that all members of staff recognise and fulfil their statutory responsibilities to students with identified SEND. • To write an annual Action Plan to ensure SEND provision is good or better. • Ensure that the progress of students with SEND is rigorously tracked with robust systems in place for recognising and addressing underachievement. • Keep up to date and review provision maps for SEND and ARP throughout the year to ensure high quality provision for students requiring learning support. • Ensure appropriate interventions are in place for all identified students with SEND. • Ensure that targets for students with SEND are set, followed and reviewed with students and families in line with the SEND Code of Practice. • Ensure that students have relevant and achievable curriculum targets as well as those that relate directly to individual additional needs. • Explore reasonable pathways for developing student voice and developing personalised pathways for learning. • Ensure that colleagues understand and follow the established programmes and procedures and are fully aware of the ordinarily available provision. • Advise and support colleagues at their request and, under the direction of the line manager, to ensure inclusive and supportive learning environments for students with SEND. • Report areas of strength and areas needing development at SLT meetings, as required. • Work with TAs to ensure that operational management of SEND is effective. • Support TAs in implementing targeted interventions that are relevant and effective through the SEND provision. • Play a role in the development of the school's behaviour for learning policy, ensuring that the needs of students with SEND are included within it.

	• Attend curriculum and inclusion meetings to help create positive solutions for students with SEND.
	• Ensure that all external professionals supporting students with SEND understand SEND policy and procedure at the school and that their impact is monitored and evaluated regularly and robustly.
	• Engage with 14-19 partners to encourage and support the most effective provision for students with SEND, including opportunities outside the school provision and extended work placement opportunities. Consider ways to track and monitor the effectiveness of these placements for students with SEND.
	• Develop relevant and considered CPD within school, for the SEND team and the wider staff. Lead effective CPD that challenges current practice and understanding and leads to improved outcomes for students with SEND.
	• Keep abreast of new initiatives in SEND – attend county iSEND meetings and training sessions, use online resources to keep abreast of new thinking and ensure that there is effective dissemination to SEND staff and the wider team as appropriate.
	• Ensure that every effort is made to minimise the numbers of NEET students with SEND liaising closely with the Careers Lead.
	• Facilitate good attendance by students with SEND.
	• Ensure that the SEND team actively supports key developments within the school, promotes high standards and follows all school policies and procedures.
	• Serve as an excellent role model through your effectiveness as a good teacher and your general professional conduct.
	• Line manage and carry out the annual performance management of the ARP Manager and TAs.
	• Regularly review own practice, set personal targets and take responsibility for own personal and professional development.
	• Support the identification of and the dissemination of the most effective teaching approaches for specific additional needs e.g. ADHD, Dyslexia.
	• Manage departmental funding effectively through priority aims identified in the school development plan and statutory and non-statutory provision.
	• Maintain effective partnerships with families so as to promote learning and to provide information to parents about targets, achievements and progress.
	• Meet with Heads of Schools and Curriculum Leaders where appropriate to identify and monitor the progress of students with SEND.
General requirements	All school staff are expected to: a) Work towards and support the school vision and the current school objectives outlined in the School Improvement Plan. b) Attend school events and activities as required by the Headteacher. c) Represent the school at external meetings and other events as required. d) Contribute to the school's programme of extra-curricular activities. e) Support and contribute to the school's responsibility for safeguarding students. f) Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors g) Promote equality and opportunity for all students and staff, both current and prospective h) Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues. i) Engage actively in the appraisal process

	j) Adhere to policies as set out in the School's Staff Handbook k) Undertake other reasonable duties related to the job purpose required from time to time. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, these should be amended accordingly. The job description will, in any case, be subject to periodic amendment including at the time of the review if it reveals significant changes in the post holder's role within the school.

Postholder: …………………………………………………….

Signature:…………………………………………………….

Printed Name:……………………………………………..

Line Manager:………………………………………………

Signature:………………………………………………………

Printed Name:……………………………………………….