

JOB DESCRIPTION

JOB TITLE	Special Educational Needs Co-ordinator (SENCO) + Teaching + Leadership
GRADE BAND	MPS - UPS
RESPONSIBLE TO	Principal
DEPARTMENT	SEMH

SIGNED	
PRINTED	
DATED	

JOB PURPOSE
<p>Strategic development of the school's Special Educational Needs (SEN) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN pupil achievement.</p> <p>Teaching classes within the school</p> <p>Contributing to the goals of the School Leadership Team (SLT)</p>

MAIN TASKS, DUTIES & RESPONSIBILITIES

SENCO

- Put provision in place to ensure that progress of pupils with SEN improves relative to those without SEN.
- Ensure that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs.
- Support all staff in understanding the needs of SEN pupils.
- Support departmental developments of SEN provision.
- Monitor progress towards targets for pupils with SEN.
- Analyse and interpret relevant school, local and national data.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN.
- Work with staff to develop effective ways of bridging barriers to learning through: - assessment of needs - monitoring of teaching quality and pupil achievement - target setting - IEPs, or Provision Maps, PSP, CAF - keeping accurate records.
- Collect and interpret specialist assessment data to inform practice.
- Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies.
- Work with Principal, teachers, key stage co-ordinators and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.
- Provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings;
- Lead on the performance management process for SEN teachers and Support Assistants;
- Advise on and contribute to the professional development of staff, including whole school INSET provision;
- Provide regular information to the head teacher and governing body on the evaluation of SEN provision. Effective deployment of staff and resources
- Advise the Principal and governing body of priorities for deployment of staff, and utilise resources with maximum efficiency;
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies;
- Work with external agencies to maximise resources made available.
- Co-ordinate all Annual Reviews and reviews of Individual Education Plans and/or PSPs and CAFs where appropriate and attend / chair when necessary.
- Attend Annual Reviews for pupils with statements to help facilitate continuity and progression through the development of a transition programme.
- Liaise with pupils requiring advice about provision.
- Exercise a key role in assisting the Principal and governors with the strategic development of SEN policy / provision.

TEACHING

- To deliver the curriculum to pupils within a KS 3/4/5 year group.
- To help to ensure that all the children in KS 3/4/5 are able to learn and achieve to the best of their ability.

- To maintain the positive ethos and core values of the school, both inside and outside the classroom
- To support initiatives decided by the Principal and staff;
- To plan appropriately to meet the needs of all pupils, through differentiation of tasks;
- To be able to set clear targets, based on prior attainment, for pupils' learning;
- To provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils;
- To keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning;
- To ensure that the current national conditions of employment for schoolteachers are met.

ADDITIONAL DUTIES & RESPONSIBILITIES

- The post holder may be required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not of themselves justify the re-evaluation of a post. In cases, however, where a permanent and substantial change in the duties and responsibilities of a post occurs, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation.
- In fulfilling the requirements set out in this job description, the post holder will apply the TWHF's commitment to equality by treating all employees fairly and without discrimination on the grounds of colour, race, ethnic or national origins, sexual orientation, age, marital status, disability, trade union association or religious beliefs.
- In addition, the job holder will respect the need for confidentiality at all times whilst performing the duties of the role.

PERSON SPECIFICATION

Method of Assessment This table indicates the requirements of the role under section to evaluate the competencies in each area as assessed	Essential or Desirable	Application Form	Interview Stage
Qualifications, Education and Training			
QTS / Recognised teaching qualification	E	X	
NVQ 4 or equivalent qualification or experience in relevant discipline	D	X	
5 GCSE grade C+ inc. Maths and English	E	X	
Experience and Knowledge			
Experienced Teacher	E	X	X
Experienced SENCO or have completed the equivalent qualification	E	X	X
Able to lead and report on the schools SEN/Inclusion work on behalf of the Principal	E		X
Experience of Safeguarding Lead or Deputy Safeguarding Lead	D	X	X
Line management experience as Team Leader in order to lead and manage the in-school intervention team as well as commissioned services and external agencies	D	X	X
Current/recent experience/high level understanding and application of CAF/TAC processes	D	X	X
Current/recent experience/high level understanding and application of SEND policies and code of practice	D	X	X
Current/recent experience/high level understanding and application of the Safeguarding agenda/child protection policy and practice	D	X	X
Current/recent experience/high level understanding and application of working with vulnerable families and children	E	X	X
Skills and Abilities			
Promote the school's aims positively	E		X
Develop good personal relationships within a team	E	X	X
Excellent time management with ability to prioritise with attention to detail	E		X
Establish and develop close relationships with parents, governors and the community	E		X
Communicate effectively (both orally and in writing) to a variety of audiences	E	X	X
Values and Behaviours			
Willingness to attend further relevant study in relation to their role	E		X
Commitment to own professional development	E	X	X
Able to negotiate relevant contracts within budget parameters	D		X
Excellent problem solver	E		X
Contacts and Relationships			
Establish constructive relationships and communicate with other agencies / professionals			
Deal with complex parent and family situations			

Provide advice and guidance to staff and others			
Line management of internal intervention team as well as external agency provision / commissioned services			
Physical, Mental and Emotional Demands			
Front line working with vulnerable pupils and parents dealing with domestic violence, child protection and SEND			
Quality assuring commissioned provision and holding other to account for service delivery			
Motivating staff and tackling underperformance			
Managing a team			
Line Management			
Special Requirements			