



Job Description SENCo

Post: SENCO: ACROSS THE WHOLE SCHOOL

Responsible to: HEADTEACHER

Job Purpose: Ensure all the pupils achieve their potential

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 Headteacher, 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 SEN and share approach with colleagues.
2. Monitor teaching and learning activities to meet the needs of pupils with SEN.
3. Identify and teach study skills that will develop pupils' ability to work independently.
4. Liaise with other SCE agency schools/local schools and those in the UK to ensure continuity of support and learning when transferring pupils with SEN.

Recording and Assessment

1. Work with colleagues to set challenging targets for raising achievement among pupils with SEN.
2. Ensure robust tracking systems are in place to collect and interpret specific pupil level assessment data allowing the school to identify value-added by its quality first teaching programme and intervention strategies.
3. Set up systems for screening pupils at "point of entry" identifying, assessing and reviewing provision for SEN children once identified.
4. Update the Headteacher and SGC on the effectiveness of provision for pupils with SEN.
5. Develop understanding of learning needs and the importance of raising achievement among pupils.
6. Attend IEP review meetings, parent evening consultations keeping parents informed about their Childs' progress.

Leadership and Management

1. Ensure the school IEP register is up to date and all stake holders are fully informed about support programmes in place/planned.
2. Ensure IEPs are monitored regularly, are live documents and their impact is assessed and progress can be evidenced.
3. Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN and understand the importance of QFT taking ownership of additional provision and the progress children (with SEN) make in their class/teaching group.
4. Take the lead in constructing the schools provision map ensuring intervention programmes target the right pupils and staff expertise is deployed appropriately.
5. Provide training opportunities for learning support assistants, teachers and other stake holders to learn about SEN and work with other colleagues to deliver training on specific intervention programmes.
6. Disseminate good practice in SEN across the school.
7. Identify resources needed to meet the needs of pupils with SEN and advise the Headteacher of priorities for expenditure.
8. Contribute to Senior Leadership Meetings on the effectiveness SEN provision in the school and be prepared to share this information with other stake holders.
9. Take the lead in liaising, co-ordinating and managing all external support offered to school locally and from the agency.

Standards and Quality Assurance

1. Support the aims and ethos of the school.
2. Set a good example in terms of dress, punctuality and attendance.
3. Attend and participate in open evenings and student performances.
4. Uphold the school's behaviour code and uniform regulations.
5. Participate in staff training.
6. Attend team and staff meetings.
7. Develop links and SGC, agency staff and neighbouring schools.

Person Specification: SENCO

	Essential	Desirable
Qualifications	Qualified Teacher status.	Evidence of continuous INSET with particular reference to Special Educational Needs (SEN).
Experience	<p>The SENCO should have experience of:</p> <ul style="list-style-type: none"> - Teaching at KS1 and 2 - Qualified teacher with at least four years-experience in the primary sector - Evidence of continuing professional development - Evidence of work with colleagues in primary schools - Experience of leading a team of teachers on the curriculum initiative - Experience of budget management - Experience of training other teachers - Experience of working alongside other teachers in the development and learning - Experience of setting targets and monitoring, evaluating and recording progress - 	In addition, the SENCO might have experience of teaching the whole primary age range dealing with a range of SEN.
Knowledge and Understanding	<p>The SENCO should have knowledge and understanding of:</p> <ul style="list-style-type: none"> - Strategies for meeting SEN in a mixed ability class situation - The SEN Code of Conduct and its practical application - The statementing process and the evidence needed - Behaviour management techniques for groups and individuals - Familiarity with the concepts of Gifted and Talented - Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills - Good understanding of factors promoting effective transfer of learners from one phase of education to the next - Good understanding of the principles behind school improvement including school improvement planning, monitoring, review and evaluation of progress 	<p>In addition the SENCO might have knowledge and understanding of:</p> <ul style="list-style-type: none"> - Using comparative information about attainment - The funding support mechanism for SEN - The roles and responsibilities of educational psychologists and of learning and behaviour support services - Pastoral support plans - An understanding of the broader secondary and primary context and Government initiatives to raise achievement - Good understanding of the principles behind project management including planning, monitoring, review and evaluation progress - Knowledge and understanding to support EAL children
Skills	<p>The SENCO will be able to:</p> <ul style="list-style-type: none"> - Empathise with the difficulties of SEN pupils in accepting the curriculum - Organise and sustain systematic support from a variety of providers for 	<p>Confident in the use of information and communication technology.</p> <p>Good influencing and negotiation skills.</p>

	<p>a range of SEN</p> <ul style="list-style-type: none"> - Manage the co-ordination of teaching assistants in support of SEN pupils - Advise and motivate teaching staff with SEN initiatives - Present clearly a wide range of specialised information to both educationalists and non-educationalists - Make consistent judgements based on careful analysis of available evidence - Excellent classroom practitioner - Good communication skills, both written and oral - Good presentation skills with the ability to enthuse and motivate others - Good organisation skills 	
Personal Characteristics	<ul style="list-style-type: none"> - Willingness to share expertise, skills and knowledge - Sensitivity to the aspirations, needs and self- esteem of others - Commitment to team working - Willingness to address challenging issues with clarity of purpose and diplomacy 	