



## **Job Description**

### **Special Educational Needs Coordinator**

Salary	-	MPS/UPS + TLR2
Hours	-	Three days per week
Contract type	-	Permanent
Reporting to	-	Co-Headteachers

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### **Main purpose**

The SENCO under the direction of the Co-Headteachers will:

- Determine the strategic development of special educational needs (SEN) policy and provision at Joseph Locke Primary School.
- Be responsible for day-to-day operation of the SEN policy and coordination of specific provision to support pupils with SEN or a disability.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.

The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document and Teacher Standards.

### **Duties and responsibilities**

Strategic development of SEN policy and provision.

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluations, particularly with respect to provision for pupils with SEN or a disability.
- Lead a large team of Teaching Assistants, including weekly meetings, organising CPD and carrying out PDR's.
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in school improvement plans.
- Maintain an up to date knowledge of national and local initiatives which may affect the school's policies and practices.
- Ensure the school vision and values are clearly articulated, shared, understood and acted upon by all.
- Inspire and develop staff.
- Be an outstanding role model for staff and pupils, promoting high expectations.
- Participate, where appropriate, in the appointment of support staff.
- Organise systems, timetables and routines.
- Ensure the safety, welfare and wellbeing of children at all times.



- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.
- Collaborate and share good practice with colleagues across the school, leading or contributing to projects as required.

### **Strategic direction and development of the school**

- Play an active role in leading the strategic development for the school including the implementation of an ambitious vision to develop us into an Outstanding school.
- Support the vision, ethos and policies of the school and promote high levels of achievement throughout the school and for all groups and especially those with SEN.
- Play a key role in the formation, implementation and evaluation of the SIP.
- Assist the Co-Headteachers in developing and implementing a programme of SEF.
- Take lead responsibility for supporting and improving outcomes for pupils with SEN.
- Develop and implement an action plan, SEN policy and monitor their impact.
- Report to the governing body termly about SEN in school, attending meetings to answer questions, when required.
- Contribute to the school's programme for CPD identifying appropriate opportunities, leading training and keeping accurate records of training and development undertaken by members of staff.
- Line manage and review the performance of support staff.
- Lead by example when implementing and managing initiatives.

### **Operation of the SEN policy and coordination of provision**

- Maintain accurate SEND registers and provision maps.
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduate approach to SEN support.
- Be aware of the provision in the relevant local offer.
- Work closely with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies.
- Analyse assessment data for pupils with SEN.
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.

### **Support for pupils with SEN**

- Identify a pupil's SEN.
- Coordinate provision that meets the pupil's needs and monitor its effectiveness.
- Secure relevant services for the pupil.
- Ensure records are maintained and kept up to date.
- Review the education, health and care plan with parents and carers and the pupil.



- Communicate regularly with parents and carers.
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curriculum activities.
- Work with the designated teacher for looked after children, where a looked after pupil has SEN.

### **Safeguarding and Behaviour**

- Act as or deputise for the Designated Safeguarding Lead as may be required by operational needs at any given time.
- Demonstrate an active commitment to positive relationships and behaviour management throughout the school and model this at all times.
- Promote high standards of achievement, behaviour, attendance and punctuality from all pupils but especially those with SEN.
- Monitor, evaluate and review current policy and practice.
- Be a point of contact regarding serious behaviour issues and be committed to high standards of behaviour, using rewards and consequences as appropriate.
- Support staff with children exhibiting very challenging behaviour, providing advice, specialist strategies and moral support as may be necessary.
- Organise and conduct meetings, where appropriate, with parents and carers to ensure positive outcomes for children.

### **Leadership and Management**

- Work with the Co-Headteachers and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Promote an ethos and culture that supports the school's SEN policy and promotes excellent outcomes for pupils with SEN.

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Co-Headteacher.



## Person Specification

Criteria	Qualities
<b>Qualifications and training</b>	<ul style="list-style-type: none"><li>• Qualified teacher status (note: this is a requirement under the SEND Code of Practice)</li><li>• National Award for SEN Coordination, or a willingness to complete it within three years of appointment (note: this is a requirement under the SEND Code of Practice)</li><li>• Degree</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Teaching experience</li><li>• Experience of working at a whole-school level</li><li>• Involvement in self-evaluation and development planning</li><li>• Experience of conducting training/leading INSET</li><li>• Evidence of using and developing school wide positive behaviour management strategies effectively</li></ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"><li>• Sound knowledge of the SEND Code of Practice</li><li>• Understanding of what makes 'quality first' teaching and of effective intervention strategies</li><li>• Ability to plan and evaluate interventions</li><li>• Data analysis skills and the ability to use data to inform provision planning</li><li>• Highly organised with the ability to prioritise and excellent time management skills. Never misses deadlines and is positive in response to demands on time.</li><li>• Effective communication and interpersonal skills</li><li>• Ability to build effective working relationships</li><li>• Ability to influence and negotiate</li><li>• Good record-keeping skills</li><li>• Understanding of whole school safeguarding procedures</li><li>• Clear knowledge of the current inspection framework for schools with regard to SEN</li></ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"><li>• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</li><li>• Commitment to equal opportunities and securing good outcomes for pupils with SEN</li><li>• Ability to work under pressure and priorities effectively</li><li>• Commitment to maintaining confidentiality at all times</li><li>• Commitment to safeguarding and equality</li></ul>



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