



Job Title:	Special Educational Needs Coordinator, SENCo
Reports To:	Inclusion Manager/Assistant Head Teacher, AHT
Role Summary: <p>The SENCo of Park Hill Junior School will:</p> <p>Assist the Inclusion Manager/Assistant Head Teacher in leading and providing special educational needs support in order to assist high quality teaching, effective use of resources and high standards of learning and achievement for children who require support that is additional to and different from the support provided in class by normal classroom practice and differentiation.</p>	
Key Tasks and Activities: Monitoring and Tracking Children's Achievement <ul style="list-style-type: none">➤ Work with the Inclusion Manager to ensure that the SEN register is kept accurate and up to date and that staff are kept informed of pupils' special educational needs➤ To use data effectively to identify children who are seriously under achieving and where necessary create and implement effective plans of action to support those children, including vulnerable children and children on the pupil premium register➤ To analyse and interpret relevant national, local and school pupil data, plus research and inspection evidence, practices, expectations, targets and teaching methods➤ Produce a report (FADE) which analyses PHJS SEND data and identifies current priorities to notify Local Advisors (Governors) of progress of the pupils on SEND register Parents <ul style="list-style-type: none">➤ Build and maintain a close partnership with parents and carers of children with SEND➤ Ensure parents and carers of children on the SEND Register take a full role in the planning and monitoring of their children's progress➤ Communicate with parents on children's learning and progress, drawing attention to special skills and talents as well as to problems or difficulties	

Working with outside agencies

- To deputise for the Inclusion Manager in chairing annual reviews effectively
- To liaise with relevant outside agencies to ensure that individual pupil special educational needs are met effectively and that the requirements of ECHPs are fully met
- To ensure that accurate and detailed reports are kept of all meetings and discussions with parents and outside agencies

Leading Staff

- To support the work of the Inclusion team in developing exemplary inclusive practice across the school
- To support the Inclusion Manager in creating a climate which enables other staff to develop and maintain positive attitudes towards inclusion
- To provide guidance to teaching and support staff on the choice of appropriate teaching and learning methods to meet the needs of different children, including vulnerable children and children on the pupil premium register
- To identify relevant training needs and to support the development of staff by planning and leading staff meetings and staff training days as necessary
- To be involved in the deployment of the SEND support staff across the school and their day to day management, ensuring that support is well targeted and that it has impact on children's learning
- To support the Inclusion Manager in leading meetings of SEND support staff, communicating information and co-ordinating actions as required
- To be involved in the appraisal of the SEND support staff
- To support the Inclusion Manager and members of the team in testing access arrangements for summative assessments e.g. KS2 SATs

Own Professional Development

- Take part in appraisal and reviews of your work as arranged by the Head Teacher and Inclusion Manager
- To keep up to date with the latest research and information pertinent to the role
- Commitment to undertake specialist training as requested

Teaching Responsibilities are:

Teaching

- Plan and deliver high quality provision and support for children with SEND and EAL both in and out of the classroom
- Plan and prepare courses, schemes of work and individual lessons appropriate to the needs, interests, experience and existing knowledge of the children
- Ensure that proper account is taken of any specific needs children have by reason of their gender, language or ethnicity and that appropriate provision is made for them
- Promote the social development and welfare of the children so that each child feels valued and enjoys learning
- Involve children in the planning and evaluation of their work
- Evaluate, review and improve your own teaching methods, materials and schemes of work

Pupils Achievement

- To ensure high expectations of achievement for all children
- To establish clear targets for children with EAL and SEND and evaluate progress towards meeting those targets

Monitoring and Recording

- Monitor and assess children's work
- Record their development, progress and attainment
- Provide or contribute to oral and written assessments, reports and references relating to the development and learning of individual children and groups of children

Ethos of the school

- Maintain an ordered and caring environment in the classroom and iHUB around the school so that children achieve their potential and feel secure and valued
- Make children aware of their rights and responsibilities in respect of each other, the staff and the school community as a whole
- Take part in the corporate life of the school by, for example, attending assemblies, registering the attendance of children and supervising children before and after school sessions

Resource Management

- Maintain an attractive and stimulating learning environment in the iHub
- Comply with the requirements of Health and Safety and other related legislation

Whole School Development

- Take part in whole-school reviews of policy and aims, and in the revision or formulation of guidelines

- Keep up-to-date with current educational thinking and practice

Equal Opportunities

- Be aware of, and comply with, all policies relating to Equal Opportunities

Flexibility

- To cover classes as and when required

This job description does not replace such other duties that may be required, as laid down by the School Teachers' Pay and Conditions Act. All teachers will work within the framework of such legislation, as well as within Folio Education Trust and school policies and guidelines on curriculum and organisation. Specific variations will be made by negotiation with the Head Teacher and Local Advisory Board.