



Role: SENCO

Salary Range: MPS - UPS

Reports To: Head Teacher and Deputy Head Teacher

Start: September 2025

Hours: 3 days a week

Purpose

- To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs.
- Be consistent in the delivery of all the school policies and practices
- Managing, developing and maintaining high-quality SEND provision
- Observing pupils in the classroom, to coach and train colleagues
- Keeping all paperwork including records and policies, up to date and actioned, as appropriate
- Meet with parents to support SEND and pupils' healthcare
- To monitor the quality of SEND Provision in the School (with the support of, and under the direction of the Deputy Headteacher and Headteacher)
- Play a key role in assisting colleagues with the strategic development of SEND policy / provision;
- support all staff in understanding the needs of SEND pupils and ensure the objectives to develop SEND are reflected in the school development plan;
- monitor progress of objectives and targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements;
- analyse and interpret relevant school, local and national data and advise colleagues on the level of resources required to maximise achievement;
- liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.

Teaching and Learning

- support the identification of and disseminate the most effective teaching approaches for pupils with SEND;
- supporting colleagues in the classroom building effective relationships with pupils
- work with colleagues to develop effective ways of bridging barriers to learning through
 - assessment of needs
 - monitoring of teaching quality and pupil achievement
 - target setting, including EHCP's and IEP's
 - developing a recording system for progress
- collect and interpret specialist assessment data to inform practice;
- undertake day-to-day co-ordination of SEND pupils' provisions through close liaison with staff, parents and external agencies;

- work with colleagues to ensure all pupils learning is of equal importance and that there are realistic expectations of pupils;
- consider the range of teaching strategies / equipment that could be utilised for pupils requiring specialist provision;

Leading and Managing

- work in partnership with staff to secure good teaching for SEND pupils, through both written guidance and meetings;
- provide regular information to the Deputy Headteacher and Headteacher on the evaluation of SEND provision and the impact on improving outcomes.

Monitoring, Assessment, Planning and Tracking

- To assist in the identification of pupils' SEND through observation in the classroom, individual screening and assessment of reports
- To oversee the implementation, regular review and updating of EHCP's
- To liaise with external agencies in regard to particular pupils to ensure that the school is providing appropriate support for the child
- To work in partnership with classroom teachers concerning the needs and progress of individual pupils and to provide advice, support and modelling as appropriate about teaching strategies to assist particular pupils
- To interpret the recommendations of Educational Psychologist, Occupational Therapist and other reports and to disseminate them so that they are effectively implemented in the classroom
- To use data generated by school assessments effectively to inform future pupil progress

Communication and Reporting

- To liaise with parents and carers concerning pupil progress and concerns, and concerning updates to EHCP, and to be proactive in communication about these issues
- To make recommendations to parents concerning the use of external agencies for identifying SEND

Professional Knowledge and Development

- To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and of the school's curriculum and policies
- To participate in INSET provided by the school and where appropriate to lead INSET on SEND issues

Other

- To carry out other related duties to meet the developing needs of the school.
- To adhere to the Staff Code of Conduct and all policies and procedures of the school.

Safeguarding

To have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority.

Please note: the duties and responsibilities above are not exhaustive and the post holder may be requested to undertake other tasks on occasion. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

Recruitment and Selection Statement

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers in the school to share this commitment. It is recognised that this can only be achieved through sound

procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

This school recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, and effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

The school will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The school will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The school will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to the school.

The following pre-employment checks will be required:

- ✓ receipt of at least two satisfactory references- verification of the candidate's identity
- ✓ a satisfactory Disclosure and Barring Service (DBS) disclosure verification of the candidate's medical fitness
- ✓ verification of qualifications
- ✓ verification of professional status where required e.g. QTS status (unless properly exempted) the production of evidence of the right to work in the UK.

NB It is illegal for anyone who is barred from working with children to apply for, or work in a school in any voluntary or paid capacity.

The school will keep and maintain a single central record of recruitment and vetting checks, in line with Department for Education requirements.

The school requires all staff and volunteers who are convicted or cautioned for any offence during their employment to notify the school, in writing of the offence and penalty. All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure. A previously issued Disclosure and Barring Service Disclosure Certificate will only be accepted in certain restricted circumstances. The school is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The school's recruitment procedure (pre-employment checks) outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This School is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information. A copy of the School's Safer Recruitment Policy is available from the school upon request.

An ENHANCED DBS check is required for this post.

This Job Description is subject to annual review and alterations may be negotiated to reflect the changing needs of the school.

Signed: _____

Date: _____



SENCO

Person Specification

	Essential	Desirable
Knowledge	Job Requirements	
Qualifications / Training	<ul style="list-style-type: none"> • QTS status • Evidence of on-going professional development; attendance on courses, INSET, action research personnel study • Hold the National Award for SEN Co-ordination (NASENCO) 	<ul style="list-style-type: none"> • A degree or equivalent • Higher degree qualification, postgraduate courses
Experience	<ul style="list-style-type: none"> • At least 4 years' experience as a class teacher with secure judgements of good and outstanding teaching • Experience of successful leadership and management within a school or other educational setting including target setting and monitoring the quality of provision • Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with EHCP's as well as those without • Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the school's resources and the individual child • Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education Welfare Services 	<ul style="list-style-type: none"> • Experience of leading on developing provision of more able children • Experience of inter-agency work

Ability / Skills	<ul style="list-style-type: none"> • Ability to contribute to the work others to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school • Excellent written and oral communication skills • Excellent presentation and inter-personal skills • Excellent time and task management skills 	
	<ul style="list-style-type: none"> • Ability to work under pressure and to deadlines • Ability to use data effectively in setting targets 	
Special Requirements	An Disclosure Barring Service Check (criminal record check) will be requested in the event of a successful applicant	

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