

## Job Description

<b>Job Title:</b>	Special Educational Needs Coordinator (SENCO)
<b>Responsible to:</b>	The Deputy Head on day to day issues and ultimately the Headmistress in all matters

The key task of the SENCO is to ensure that Special Educational Needs (SEND) provision is both efficiently and effectively managed and led. The range of responsibilities delegated to the SENCO with regard to provision and coordination is outlined below. It is expected that all legal and statutory requirements are met for students with SEN via the SENCO. Working with the Headmistress, Deputy Head and SLT, the SENCO has the following responsibilities:

### Objectives of the post:

- Strategically direct and develop the SEND provision throughout the school
- Develop differentiated work in liaison with Heads of Departments
- Communicate effectively with parent/carers
- Contribute to the effective teaching throughout the school
- Participate with other colleagues in the development of appropriate syllabuses, materials and schemes of work
- Interact on a professional level with colleagues and to seek to establish and maintain productive relationships with the aim of improving the quality of teaching and learning in the school
- Contribute expertise, enthusiasm and talents in order to develop each girl's full potential within the ethos of the school
- Efficiently and effectively deploy staff and resources throughout the school
- Carry out other associated duties as are reasonably assigned by the Headmistress or other appropriate senior member of staff.

### Key responsibilities:

The SENCO, with the support of the Headmistress and Governing body, takes responsibility for the day-to-day operation of provision made by the school for pupils with SEN and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all pupils.

It is the statutory duty of all members of the teaching staff to safeguard and promote the welfare of all children at the school and to adhere to the school's safeguarding policy and procedures.

### Strategic direction of SEND provision

- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning;
- Monitoring the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed;
- Ensure that the objectives of the SEND policy are reflected in the school improvement plan.
- Liaise with and coordinate the contribution of external agencies;
- Up-to-date knowledge of National and local initiatives which may impact upon policy and practice.

### **Progress and Achievement of Students**

- Monitor the achievements, welfare and discipline of pupils, and follow up the progress reviews, liaising with the pastoral team and parents when appropriate;
- Liaise with subject departments, feeder schools particularly regarding transition, exam boards, and other relevant external providers;
- Co-ordinate the application for and – lead in the area - of special arrangements in external examinations, in conjunction with the Examinations Officer.

### **Teaching and learning**

- Work with the Head of Teaching and Learning to promote aspects of inclusive teaching;
- Lead INSET regularly and where appropriate; this may include chairing and be a part of working parties;
- Provide opportunities for observation of colleagues/visits to other schools in order to share best practice;
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice;
- Work with pupils, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SEN pupils;
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum;
- Oversee and monitor the quality of IEPs and other support plans such as pastoral support plans and maintaining detailed information for subsequent meetings with parents;
- Develop systems for colleagues to monitor and record progress made by pupils with SEN towards the achievement of targets set in IEPs and support plans;
- Overview of IEPs and support plans produced by the Teaching Assistants on a termly basis;
- Support the school in meeting statutory responsibilities for SEND provision and review;
- Lead the Annual Review meetings where appropriate and ensure all related preparation is completed in a timely fashion;
- Liaise with the Examinations Officer to ensure appropriate assessments are up to date and provision for special needs for all examinations is identified and met;
- Support the transition process for all pupils joining the school, ensuring that relevant information is shared with teachers and that pupil starting points are known.

### **Leadership and Management**

- Work with and alongside teaching staff and members of the SLT;
- Lead the team, be instrumental in planning for continual improvement and make a contribution to the evaluation of the work of the department;
- Promote an atmosphere of continuing professional development and share good practice with colleagues;
- Contribute to the school's development plan;
- Support the professional development of all staff in the department;
- Manage effectively all staff connected with the department;
- Advise the Headmistress, Deputy Head and SLT on all staffing matters within the department.
- Carry out annual professional review of colleagues in line with school policy. Encourage all staff to recognise and fulfil their statutory responsibilities;
- Identify the training needs of staff and organising/coordinating INSET to be delivered by other professionals;
- Disseminate procedural information such as recommendations of the code of practice or the schools own SEND policy;

- Review the needs, progress and targets of pupils with SEN;
- Provide regular information to the Headmistress, governing body and other relevant parties, on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision-making and policy review;
- Work closely with teaching staff to ensure there is a clear understanding of SEND issues and or joined up approach to support.

### **Efficient and effective deployment of staff and resources**

- Draw up the annual department budget and annual Departmental Development Plan;
- Provide advice to Headmistress/SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND;
- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT;
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school;
- Organise and manage timetabling for SEND staff throughout the school.

### **Curriculum**

- Ensure that work in the curriculum is developed and reviewed regularly in co-operation with all members of the department to meet the needs of SEND pupils;
- Manage the department's financial, teaching and material resources to ensure the effective learning of all students;
- Contribute to the work of the school's Pastoral Team;
- Contribute to the work of the school's Curriculum Team;
- Construct the timetable of the SEND team;
- Contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines.

### **Ethos and Culture**

- Provide leadership in promoting an ethos and culture within the department that is in line with achieving the aims of the school;
- Facilitate, within the whole school, behaviours that support and contribute towards developing the values of the school.

### **Other professional requirements**

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school, especially those relating to the safeguarding of, and promoting the welfare of, children;
- establish effective working relationships and set a good example through personal presentation and professional conduct;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take responsibility for their own professional development and duties in relation to school policies and practices;
- organise educational visits, activities and extra-curricular clubs societies as appropriate;
- promote the general progress and well-being of individual pupils and of the any class or group assigned to the post holder;
- provide guidance and advice on educational and social matters where appropriate;

- help ensure that departmental teaching areas are attractive in appearance and conducive to stimulating an interest in the subject;
- contribute to the induction of new members of staff;
- carry out supervisory duties in accordance with published rosters
- contribute towards the marketing of the school by participating in Open Mornings and parent events;
- carry out other associated duties as are reasonably assigned by the Head or other appropriate senior member of staff;
- take part in the professional review programme as a mentee and as a mentor, as directed;
- participate, when appropriate, in meetings and functions with colleagues and parents;
- carry out other associated duties as are reasonably assigned by the Headmistress or other appropriate senior member of staff.

The post holder may also be required to perform any other duties as may be reasonably required as far is relevant to the post holder's grade and level of responsibility, for which the post holder has the necessary experience and/or training. Responsibilities may be subject to review from time to time and amended to reflect changing circumstances.