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| **Job description for the post of: Special educational needs co-ordinator (SENCO)** |
| **Grade:** MPS +TLR2b | **Permanent, fixed term or temporary?**  | Permanent | **Full or part time?** | Full |
| Staff responsibility: All teaching assistants working with pupils with SEN or a disability | **Number of staff** **directly supervised:** 9  | **Line manager:** Assistant Headteacher |
| **Main focus of this post:** Strategic leadership of SEND policy development and day to day implementation of provision | **Car user?** N/A |
| **Core Purpose****The role of the SENCO should be seen in the context of the three core principles of Achievement through Collaboration Trust:*** Children come first and are at the heart of all we do.
* Positive relationships underpin all of our work.
* High expectations and no barriers – everybody can achieve.

**It is also rooted in the unique culture of Bowland High, encapsulated in our mission statement: *Tradition, care and challenge**** Tradition – a school founded on mutual respect and responsibility with high standards of behaviour. It is forward-looking but also proud of, and true to, its heritage.
* Care – an inclusive environment where each individual is known, valued and nurtured, and in turn learns to care for other members of the community and the environment.
* Challenge – a community where all members are encouraged and supported to achieve their very best and which seeks to develop the whole person.
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| **The SENCO, under the direction of the headteacher, will:*** Determine the strategic development of special educational needs and disability (SEND) policy and provision in the school.
* Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability.
* Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
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| **Core duties**The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document and teacher professional standards. The description reflects the position at the present time only and may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. |
| **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 and wider Trust self-evaluation, particularly with respect to provision for pupils with SEN or a disability.**
* **Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan.**
* **Maintain an up-to-date knowledge of national and local initiatives which may affect the school’s policy and practice.**
* **Evaluate whether funding is being used effectively and propose changes to make use of funding more effective.**
* **Work collaboratively with other SENCOs in the Trust to share good practice and support coordinated development and improvement.**
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| Operation of the SEN policy and co-ordination of provision* **Maintain an accurate SEND register and provision map.**
* **Provide guidance to colleagues on teaching pupils with SEN or a disability and advise on the graduated approach to SEN support.**
* **Advise on the use of the school’s budget and other resources to meet pupils’ needs effectively, including staff deployment.**
* **Work effectively with primary schools, other secondary schools, educational psychologists, health and social care professionals, and other external agencies.**
* **Be a key point of contact for external agencies, especially the local authority.**
* **Analyse assessment data for pupils with SEN or a disability.**
* **Implement and lead intervention groups for pupils with SEN and evaluate their effectiveness.**
* **Work with the exams team to collect and collate evidence to support access arrangements**
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| **Support for pupils with SEN or a disability*** Identify a pupil’s SEN
* Co-ordinate provision that meets the pupil’s needs and monitor its effectiveness.
* Secure relevant services for pupils.
* Ensure records are maintained and kept up to date.
* Review education, health and care plans with parents or carers and the pupil.
* Communicate regularly with parents or carers.
* Develop systems to ensure a smooth transition to and from Bowland High for pupils with SEN or a disability.
* Promote the inclusion of pupils with SEN or a disability in the school community including access to the curriculum, facilities and extra-curricular activities.
* Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability.
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| **Leadership and management:*** **Work with the headteacher 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 SEND policy and promotes good outcomes for pupils with SEND.**
* **Coordinate and support the full SEND team.**
* **Prepare and review information the governing board is required to publish.**
* **Contribute to the school improvement plan and whole-school policy.**
* **Identify training needs for staff and how to meet these needs, leading INSET where appropriate.**
* **Share procedural information, such as the school’s SEND policy.**
* **Review staff performance on an ongoing basis. Act as an appraisal reviewer for identified staff.**
* **Act as a mentor or consultant to colleagues and encourage collaboration, co-operation and teamwork**
* **Be accountable to the Headteacher and your line manager for the performance of the SEND team and the quality of provision provided.**
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| **These responsibilities are in addition to the responsibilities of all teachers at Bowland:****Teaching and learning****1. Carry out teaching duties in accordance with the school's schemes of work and National Curriculum** **2. Liaise with colleagues to deliver units of work in a collaborative way** **3. Work effectively with teaching assistants****4. Set targets for pupil attainment levels** **5. Set work for pupils absent from school** **6. Demonstrate good practice in one’s teaching****Assessing and reporting**1. Maintain accurate assessment records
2. Maintain lesson evaluations
3. Mark and return work within agreed time span, providing feedback and targets
4. Provide assessment reports to monitor pupil progress
5. Liaise with parents and attend consultation evenings
6. Work within the Code of Practice relating to Special Educational Needs and Disability

**Standards and quality assurance**1. Monitor and support the overall progress and development of pupils as a teacher/form teacher
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. Support the aims and ethos of the school
8. Fulfil all of the National Teachers’ Standards
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| **Prepared by:** | L Fielden | **Date:** | March 2021 |

**Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

**Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.