



TUNBRIDGE WELLS GRAMMAR SCHOOL FOR BOYS

Amanda Simpson, Headteacher

Special Educational Needs Co-ordinator (SENCO)

Salary: MPS/UPS plus TLR 2B

Contract type: Full time, permanent

Reporting to: Senior Leadership Team

Main purpose

The SENCO, under the direction of the Headteacher, will:

- Be operational lead on SEND matters across the school.
- Be responsible for day-to-day operation of the SEND Policy and coordination of specific provision to support individual students 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 will contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the area child protection procedures.

Duties and responsibilities

Strategic development of SEND Policy and provision

- Have a strategic overview of provision for students with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for students with SEN or a disability.
- Ensure the SEND Policy is put into practice, and that the objectives of this policy are reflected in the SIP.
- Maintain an up-to-date knowledge of national and local initiatives that 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.
- Ensure SEND Policy, Exams Access Arrangements Policy, Word Processing Policy, SEND Information Report and other related policies are reviewed annually.

EAA

- To audit and check EAA files.
- To work with Assistant SENCO to identify those who require specialist assessment.
- To make the decision relating to which EAA is required by which student.
- To sign off Form 8 Part 3.
- To liaise with external agencies over medication and other medical needs students.
- Attend JCQ update training annually.

Operation of the SEND Policy and coordination of provision

- Maintain an accurate SEND register and Provision Map platform.
- Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEND support.
- Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.
- Work with Early Years providers, other 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 students with SEN or a disability.
- Implement and lead intervention groups for students with SEND, and evaluate their effectiveness.
- Ensure every SEND student's needs are reviewed termly with the Assistant SENCO and amend SEND register as necessary.
- Provide termly analysis of core subjects data and report on the progress of SEND students.
- Update the SEND register on a termly basis.
- Meet with the relevant stakeholders to discuss students of concern.
- Manage provision by deciding and leading on who provides interventions, how often they are provided and what interventions occur. Liaise with the Assistant SENCO to maintain records.
- Decide on which students receive which additional support provision and complete APDR document.
- Quality assure SEND interventions.
- Analyse intervention data as part of APDR process.
- Carry out SEND learning walks in partnership with HoDs/HoYs/SLT.

Support for students with SEN or a disability

- Identify a student's SEND.
- Coordinate provision that meets the student's needs, and monitor its effectiveness.
- Secure relevant services and funding for the student.
- Ensure records are maintained and kept up to date.
- Carry out annual reviews of EHCPs with parents/carers and the student.
- Communicate regularly with parents/carers.
- Ensure that if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student.
- Promote the student's inclusion in the school community and access to the curriculum, facilities and co-curricular activities.
- Work with the designated teacher for Looked After Children, where a looked-after student has SEN or a disability.
- Be the point of contact for communication with parents where concerns arise.
- Lead parent forum for SEND students.
- Delegate keyworkers for K and E students to liaise with parents on a regular basis.
- Transition: meet with SENCOs of previous school to discuss students of concern upon transition to school; be available on all transition days and parent days to answer and respond to questions relating to transition of SEND students.
- Liaise with external professional over potential conditions.

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.
- Prepare and review information the governing board is required to publish.
- Meet with governors and SLT line manager regarding the strategic overview of SEND.
- Lead INSET for staff according to identified needs.

- Provide induction training for new staff.
- Lead 3.36 Club with the Assistant SENCO.
- Report on SEND every two terms to SLT and governors.
- Feedback to SLT line manager and meet with HoDs/HoY regarding students with SEND regularly after each data point.
- Line manage the Assistant SENCO and share line management of the LSAs with the Assistant SENCO.
- Contribute to the School Improvement Plan and whole-school policy
- Identify training needs for staff and how to meet these needs.
- Lead INSET for staff.
- Share procedural information, such as the school's SEND Policy and provide guidance to staff on different conditions.
- Promote an ethos and culture that supports the school's SEND Policy and promotes good outcomes for students with SEN or a disability.
- Attend SENCO meetings with other schools.
- Meet with pastoral leads to discuss students accessing mental health interventions and overlap with SEND.
- Review and quality assurance behaviour support plans for SEND students.
- Call a case conference where necessary for students with identified SEMH and where needs change.
- Be the key point of contact for staff.
- Quality assure risk assessments.

Safeguarding

- Meet once a term with DSL to discuss students of concern.
- Decide whether students with a Health Care Plan need to be placed on SEND register.
- Meet regularly with counsellors, Emotional Well-being Coach and Pastoral Assistants to discuss SEND students.

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 Headteacher and Line Manager.

Person specification – Special Educational Needs Coordinator (SENCO)

| CRITERIA | QUALITIES |
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| Qualifications and training | <ul style="list-style-type: none"> Qualified teacher status National Award for SEN Coordination, or a willingness to complete it within three years of appointment Degree |
| Experience | <ul style="list-style-type: none"> Teaching experience Experience of working at a whole-school level Involvement in self-evaluation and development planning Experience of conducting training/leading INSET |
| Skills and knowledge | <ul style="list-style-type: none"> Sound knowledge of the SEND Code of Practice Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies Ability to plan and evaluate interventions Data analysis skills, and the ability to use data to inform provision planning Effective communication and interpersonal skills Ability to build effective working relationships Ability to influence and negotiate Good record-keeping skills |
| Personal qualities | <ul style="list-style-type: none"> Commitment to getting the best outcomes for students and promoting the ethos and values of the school Commitment to equal opportunities and securing good outcomes for students with SEN or a disability Ability to work under pressure and prioritise effectively Commitment to maintaining confidentiality at all times Commitment to safeguarding and equality |

Notes:

This job description may be amended at any time in consultation with the postholder.