Job description: special educational needs co-ordinator (SENCO)

# Job details

**Job title: Special educational needs co-ordinator (SENCO)**

**Reporting to:** Headteacher and Deputy Headteacher

**Responsible for**: achievement of SEND pupils, and deployment of support staff

# Main purpose

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

* Determine the strategic development of special educational needs (SEN) policy and provision in the school, from EYFS to Y6
* Be responsible for day-to-day operation of the SEN 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

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. The SENCo will be a member of the Senior Leadership team. 0.5 allocated to the SENCo role. Deployment will be in accordance with school need across YR to Y6.

# Duties and responsibilities

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 self-evaluation, particularly with respect to provision for pupils with SEN or a disability
* Contribute to the formation and updating of the SEN policy and Local Offer
* Report to Governors on a termly basis
* 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

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
* 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 pupils with SEN or a disability
* Carry out a range of in-house assessments, as required to review the needs of pupils
* Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
* Develop the necessary paperwork to monitor provision through Assess, Plan, Do, Review Cycle

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 the pupil
* Operate within the time frames of the local authority to seek advice and act on it
* Ensure records are maintained and kept up to date
* Apply for EHC plans as needed and ensure paperwork thorough and meets criteria
* Liaise with parents and lead meetings, where appropriate, with other lead professionals and external agencies
* Review the education, health and care plan with parents or carers and the pupil
* Communicate regularly with parents or carers
* Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
* Promote the pupil’s inclusion in the school community and 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

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
* 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 SEN policy
* Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEN or a disability
* Lead and manage teaching assistants working with pupils with SEN or a disability
* Lead staff appraisals and produce appraisal reports
* Review staff performance on an ongoing basis
* Liaise with the pastoral team leader

**Shaping the Future**

* Strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision that stems from Dallas Road School aims.

• Developing and sustaining a learning culture that is child centred and provides a happy and holistic education for all.

• Leading innovation, creativity and change-inspiring teachers and motivating all by demonstrating positive attitudes and a team work ethic.

• Implementing current educational trends and issues, including national and Church policies, priorities and legislation

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.

# Person specification

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| criteria | qualities | Essential  Desirable |
| **Qualifications  and training** | * Qualified teacher status * National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment * Degree | E  E  E |
| **Experience** | * Teaching experience that is currently judged to be at least good * Experience of working at a whole-school level * Involvement in self-evaluation and development planning * Experience of conducting training/leading INSET | E  E  E  E |
| **Skills and knowledge** | * 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 * Work alongside colleagues in the classroom, providing advice, support and guidance, with the credibility of being a recognised skilled practitioner * Data analysis skills, and the ability to use data to inform provision planning * Effective communication and interpersonal skills * Ability to build effective working relationships and be a team player * Ability to influence and negotiate * Good record-keeping skills | E  E  E  E  D  E  E  E  E |
| **Personal qualities** | * Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school * Commitment to equal opportunities and securing good outcomes for pupils 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 | E  E  E  E  E |