



Inspire Partnership Academy Trust



Job details

Job title:	Special Educational Needs co-ordinator (SENCo)
Location:	Woodside Primary School
Salary:	MPS/UPS (Teacher's Outer London) + SEN Allowance
Hours:	Monday – Friday – 08:30am – 15:30pm
Contract type:	Permanent, Full-Time
Reporting to:	Headteacher

Main purposes

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

- Ensure the needs of all children with special educational needs and disabilities (SEND) are met in accordance with the SEND Code of Practice.
- Determine the strategic development of special educational needs (SEN) policy and provision in Woodside Primary School
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN, a disability or medical need
- 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 Teacher Standards.

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-evaluations, 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 school improvement plans
- Maintain an up-to-date knowledge of national and local initiatives which may affect the schools' policies and practices
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- Collaborate and share good practice with SEN colleagues across the partnership, leading or contributing to projects as required.

Operation of the SEN policy and co-ordination of provision

- Maintain accurate SEND registers and provision maps
- 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 schools' budgets and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the relevant 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 authorities
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

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
- Ensure records are maintained and kept up to date
- 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 school leadership team and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Ensure the school's provision for SEND is regularly reviewed and evaluated, and that the outcomes for children with SEND are monitored and reported to the headteacher, governors, and external agencies as required
- Prepare and review information the governing bodies are required to publish
- Contribute to the school improvement plans and whole-school policies

- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the schools' SEN policies
- Promote an ethos and culture that supports the schools' SEN policies 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

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.

Name:

Signed:

Date:

Line Manager Name:

Signed:

Date:

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status [note: this is a requirement under the SEND Code of Practice] • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment [note: this is a requirement under the SEND Code of Practice] • 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 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

Notes:

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

Review date: May 2024