



**London Borough of Havering
Social Care and Learning**

Job Profile

Job title: Inclusion Leader and SENCO

Grade: Teacher's Main Scale/Upper Pay Range plus TLR 2B

School: Crowlands Primary School

Job purpose and content

A SENCO is responsible for the efficient and effective implementation of the school's policy on special educational needs and for making sure that provision is made to meet the needs of pupils. The SENCO may manage and organise learning support and ensures access to the curriculum that is effective and inclusive.

The SENCO is responsible for ensuring the quality and consistency of provision and this role includes observation and monitoring, training and continuing professional development. The SENCO will be responsible for making sure statutory obligations are met (where relevant) and for the management of information, resources and budgets.

The scope of the work may vary according to local needs and priorities and the span of responsibilities may be subject to change.

Principle duties and responsibilities

The professional responsibilities and duties of a teacher are set out in detail in the Schoolteachers Pay and Conditions Document, which is varied from time to time, and any or all of those duties may be required of the postholder. In addition to the main responsibilities of a school teacher, and subject to the direction of the headteacher, a LMS may be responsible for:

1. Implementing, monitoring and reviewing the school's SEND policy and overseeing the day-to-day operation of the policy. This may include contributing to the school development plan, working with the Senior Leadership Team to keep policy and practice up to date, and reporting to governors (including the lead governor for SEND where relevant).
2. Coordinating provision for children and young people with special educational needs, a disability or additional needs. The SENCO is responsible for provision management – identifying interventions appropriate strategies, resources and ensuring access to the provision offered – and for making sure that any provision meets the needs of children and young people effectively.
3. Managing, monitoring and reporting upon relevant budgets using the agreed processes and procedures of the school and in accordance with the financial regulations.
4. Collaborating with and advising school staff to develop their skills, expertise and professional practice. This includes supporting staff to identify additional needs, develop plans and interventions.
5. Maintaining up to date information about pupils with additional needs to trace, monitor and account for provision.
6. Ensuring high quality learning for all, including Wave 1 provision, and for early identification and intervention of any additional needs.
7. Supporting staff in planning differentiation to enable access to the curriculum for children and young people with additional needs. The SENCO is responsible for observing lessons, giving feedback to teaching and support staff and for planning/changing provision as necessary.
8. Undertaking assessments, reviewing progress and interpreting data. The SENCO is responsible for analysing and evaluating trends in data and predicting areas for development and support.

9. The SENCO will support and complete Educational Healthcare Plan requests (EHCP) and liaise with parents and other professionals where necessary.
10. Overseeing the records of children and young people with special educational needs, disabilities or additional needs. The SENCO will contribute to Personal Education Plans for Children in Care (formerly Looked After Children) with special educational needs, disabilities or additional needs.
11. Managing learning support teams and ensuring that staff are deployed according to the need of children and young people. The responsibility includes induction, professional development and performance management. The SENCO may also provide training for support staff to enable them to deliver appropriate interventions and Wave 3 provision.
12. Transition planning: entry to school, transition from foundation to KS1, KS1 to KS2, and KS2 to secondary. The SENCO is responsible for ensuring the school meets its statutory "anticipatory duty" under the Disability Discrimination Act by planning the provision to meet the potential pupils with diverse/complex disabilities in advance. The SENCO works with feeder settings/schools and attends transition review meetings.
13. Organising and delivering INSET to all staff to ensure that they are aware of current legislation and guidance. The SENCO assesses and evaluates the impact of INSET on the practice and professional development of teaching and support staff.
14. Working with, and supporting, parents/carers of children and young people with additional needs. This includes, organising the review process and leading Annual Reviews, meetings and parent/carers, facilitating appropriate home school learning and ensuring that the voices of the parent/carer and pupil are heard.
15. Contributing to the school's Disability Equality Scheme and in writing and reviewing the action plan.
16. Collaborating with external agencies, collating information, coordinating multi-agency meetings and ensuring agreed action is completed and reviewed. The SENCO will contribute to the CAF (Common Assessment Framework) and may have responsibility as the lead professional in the school.
17. The management of specific impairments including visual impairment, hearing impairment, physical/medical conditions, Speech and Language, ASD and Social Communication. The SENCO is responsible for contacting the appropriate outside agencies, implementing advice and programmes, organising INSET and training and monitoring progress.
18. The management and day-to-day supervision of on-site specialist units.

Notes:

1. The authority expects its employees to work flexibly within the framework of the duties and responsibilities specified above. The post holder may be expected to carry out work that is not specified in the job description but which is within the scope of the duties and responsibilities.
2. This job description will be subject to review with the post holder after one year and may then be reviewed when necessary.

**London Borough of Havering
Learning and Social Care Department**

**Inclusion Leader SENCO
Specification**

Skills and abilities	Essential	Desirable	Assessed by
The ability to collaborate effectively and efficiently with school teams and work with other professionals and agencies	✓		Interview
Communication skills, oral, written and presentational	✓		Application and interview
Ability to recognise the characteristics of well planned, organised and differentiated lessons	✓		Application and interview
Proficiency in the use of ICT and the software programmes for inclusive learning		✓	Application
The ability to deliver INSET across the different staff groups in the school	✓		Application and interview
The ability to manage and account for budgets		✓	Application and interview
The ability to manage relevant information and data for purposes of recording, target setting, monitoring, evaluation and reporting	✓		Application and interview
Knowledge			
Up to date knowledge about legislation and national and specialist guidance and information	✓		Application
Systems for identifying, reviewing and assessing special educational needs, disabilities and additional needs	✓		Application and interview
How to manage and supervise teams of school support staff	✓		Interview
How children and young people learn, develop and progress through life stages and events	✓		Application and interview
How ICT can be used effectively to motivate children to learn and access the curriculum	✓		Interview
Health and safety practice and the role of the individual in promoting and safeguarding pupil and staff welfare	✓		Application and interview
How to manage equalities and inclusion policies and how these are implemented in schools	✓		Application and interview
Qualifications and experience			
Qualified Teacher Status	✓		Evidence of qualification

Successful teaching experience or a Fast Track progression route	✓		Application
SEND qualification		✓	Application
Post threshold teacher status		✓	Application
Evidence of continuing professional development	✓		Application