



Job Title: **SENCo**  
Reporting to: **Deputy Headteacher**

## **Responsibilities:**

At all times the SENCo will be required to ensure an effective equal opportunities policy in relation to the organisation and delivery of the curriculum and pupils' access to it. Sir Thomas Abney is an inclusive school. The core task of the SENCo will be to ensure the effective implementation of the SEN Code of Practice and Inclusion Policies.

## **Main purpose**

The SENCo, under the direction of the Deputy Headteacher, will:

- Determine the strategic development of special educational needs (SEN) 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;
- Support the vision, ethos and policies of the school and promote high levels of achievement, creating and maintaining a school climate that is supportive of staff, pupils and parents;
- Be an excellent teacher with a thorough understanding of differentiation;
- Be part of the school's designated safeguarding team;
- Support all staff in achieving the priorities and targets which the school sets for itself, and to provide them with support and guidance in implementing schemes of work.

## **Strategic development of SEND policy and provision**

- Have an overview of provision for pupils with SEN or a disability including those in the Language Resourced Provision. This includes monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school development plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice

## **Operation of the SEND 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 SEND 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 and support families in accessing the right information and support
- 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 and support school staff in planning for next steps within the classroom
- Implement intervention groups for pupils with SEN or a disability; train and support colleagues in their implementation and evaluate their effectiveness

## Support for pupils with SEN or a disability

- Identify a pupil's SEND
- 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

## Leadership and management

- Work with senior leaders to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information that the governing body is required to publish
- Contribute to the school development 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
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability

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 Senior Leadership Team.

## Person Specification: SENCo

| Attributes:                     | Essential:   | Desirable:   |
|---------------------------------|--|--|
| <b>Education and Training</b>   | <ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• Active involvement in recent and relevant INSET/training</li> <li>• 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)</li> </ul>  | <ul style="list-style-type: none"> <li>• To have facilitated training for colleagues</li> </ul>  |
| <b>Experience and Knowledge</b> | <ul style="list-style-type: none"> <li>• A sound knowledge of the SEND Code of Practice</li> <li>• Teaching across the primary age range</li> <li>• A working knowledge of strategies and techniques for raising the attainment of all pupils; including those with special educational needs</li> <li>• Experience of a range of summative and formative assessment procedures</li> <li>• Ability to build effective working relationships</li> <li>• High expectations and a commitment to raising standards of attainment for all groups</li> <li>• Knowledge and experience of a range of teaching and learning styles and strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Experience in a middle leadership and management role in school</li> <li>• Active involvement in the development of school policies and review</li> <li>• Experience of mentoring or supporting colleagues</li> <li>• Working within a safeguarding team</li> </ul> |

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|---|--|---|
| <b>Assessment and Planning</b>              | <ul style="list-style-type: none"> <li>• Ability to use data to inform provision planning</li> <li>• Ability to plan for the delivery of teaching which meets the needs of all pupils</li> <li>• Good record keeping skills</li> </ul>   | <ul style="list-style-type: none"> <li>• Strategic management skills</li> </ul> |
| <b>Key skills, qualities And attributes</b> | <ul style="list-style-type: none"> <li>• Commitment to equality and tackling discrimination</li> <li>• Ability to influence and negotiate</li> <li>• A commitment to teamwork</li> <li>• A commitment to safeguarding and equality</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• High standards of personal/professional conduct and integrity</li> <li>• A willingness to work flexibly in accordance with policies and procedures</li> <li>• An understanding of the importance of positive wellbeing</li> </ul> |   |