

JOB DESCRIPTION



Job Title:	SENCo
Grade:	Main Pay Scale/Upper Pay Scale with TLR2
Accountable to:	Headteacher
Place of work:	Glenfield Infant School
FTE:	1.0

Role Remit:

The SENCo will:

- As a member of the senior leadership team, determine the strategic development of Special Educational Needs (SEN) policy and provision in the school
- Be responsible for the day-to-day operation and implementation 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
- Ensure that policy and systems comply with the expectations of the SEN Code of Practice
- Manage the development and implementation of plans for the delivery of Educational and Inclusion Support Services on a federation basis.

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.

Key Responsibilities:

Leadership and Management:

- Work with the School Leader 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
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Monitor and evaluate the effectiveness of quality first teaching, specific provision and interventions to ensure high quality teaching of SEN across the school
- Identify staff training needs and plan how to meet these needs
- Lead INSET and SENCo surgeries for staff as required
- Lead and manage teaching assistants working with pupils with SEN or a disability
- Monitor and evaluate progress of children on the SEN register
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- Keep up to date with national and local policies related to SEN and cascade information to colleagues.

Operation of the SEN policy and co-ordination of provision:

- Ensure effective and efficient multi-professional working on a school and locality basis.
- Act, or develop systems that act, as a single point of entry for requests for educational support from school stakeholders.
- 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 funding and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer and keep the school information report up to date
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies to find the best provision for children
- Be a key point of contact for external agencies, especially the local authority
- 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, or support with the identification of, a pupil's SEN
- Co-ordinate provision to meet the pupil's needs, including the production of EHCPs, 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 shared to 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
- Ensure children's health care plans are kept up-to-date and are fit for purpose

Other Duties:

At an appropriate level, according to the job role, grade and training received, all employees in the Trust are expected to:

- Support the aims, values, mission and ethos of the Trust and participate to the team approach of the Trust
- Attend and contribute to staff meetings and training days as required, and identify areas of personal practice and experience to develop
- Take appropriate responsibility for safeguarding and children's welfare and be aware of confidential issues linked to home/child/teacher/academy and keep confidences appropriately
- The post holder at all times, whether or not in the employ of our schools or Trust and except where such information is in the public domain maintain the strictest secrecy with regard to the business affairs of our schools or Trust and its customers/stakeholders, products and product lists
- Be aware of health and safety issues and act in accordance with the Health and Safety Policy
- To liaise with other staff, contractors and outside agencies/organisations as appropriate

The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar, and they have appropriate qualifications or received appropriate training to carry out these duties.

Manager Signature:

Employee Signature:

Date:



PERSON SPECIFICATION



Our Managed Service Team have identified the traits above that they feel any Hamwic employee should have, with professionalism, honesty, emotional intelligence and commitment being the top traits.

Category	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> Qualified Teacher Status Degree National award for Special Educational Needs Co-ordination Ability to identify own learning needs and to support others in identifying their learning needs 	<ul style="list-style-type: none"> Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning Experience of working with other schools/organisations/agencies Experience of leading/coordinating professional development opportunities Accredited SEND CPD
Experience	<ul style="list-style-type: none"> Experience of leading provision for children with SEN Substantial, successful teaching experience Experience of contributing to staff development 	<ul style="list-style-type: none"> Experience of teaching in more than one school Line management experience
Strategic Leadership	<ul style="list-style-type: none"> Clear vision for SEND and high aspiration for all children Strong understanding of the Code of Practice Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these 	<ul style="list-style-type: none"> Evidence of having successfully translated vision into reality at whole school level

	<ul style="list-style-type: none"> • Ability to develop teachers' pedagogy through a clear understanding of exemplary teaching • Understanding of and commitment to promoting and safeguarding the welfare of pupils 	
Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum and Early Years development • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Secure knowledge of statutory requirements relating to the curriculum and assessment • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> • Understanding of successful teaching and learning across the entire curriculum across EYFS and KS1 • Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management • Promoting SMSC of pupils across the curriculum

Leadership and management	<ul style="list-style-type: none"> • Experience of working and leading staff teams • Ability to delegate work and support colleagues in undertaking responsibilities • Effective organisational and time management skills • Understanding of effective budget planning and resource deployment 	<ul style="list-style-type: none"> • Leadership of middle management / phase leaders • Experience of working with governors to enable them to fulfil whole school responsibilities • Understanding of how financial and resource management enable a school to achieve its educational priorities
Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors, • Ability to provide clear information and advice to staff and governors • Able to hold staff to account for pupil progress 	<ul style="list-style-type: none"> • Experience of effective whole school self-evaluation and improvement strategies • Experience of presenting reports to governors • Leading sessions to inform parents • Experience of offering challenge and support to improve performance

Professional Skills, Qualities and Abilities	<ul style="list-style-type: none"> • High quality teaching skills • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • High expectations of pupils learning and attainment • Strong commitment to school improvement and raising achievement for all • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children • Good communication skills • Good Interpersonal skills • Stamina and resilience • Effective ICT skills 	
Safeguarding	<ul style="list-style-type: none"> • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality 	<ul style="list-style-type: none"> • Experience of being a Designated Safeguarding Lead (DSL)