

SENCO - Person Specification

St Mary's Bryanston Square CE Primary & Barrow Hill Junior School

Job Description for SENCO

Post: Special Educational Needs/Disabilities Coordinator

Responsible to: Headteacher of each school (St Mary's Bryanston Square CE Primary & Barrow Hill Junior)

Purpose:

Ensure all pupils with SEND achieve their potential, act as a role model to other teachers and when needed carry out the duties of a SENCO teacher as specified in the appropriate job description.

This is a unique role working across two Westminster schools, leading on the provision for pupils with special educational needs.

School's Ethos

To be sympathetic to and supportive of the character of each school by modelling the school's values and helping to deliver our vision.

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document; the schools' SEN policies and the SEN Code of Practice. It may be modified by the Headteacher(s) to reflect or anticipate changes in the job, commensurate with the salary and job title.

Teaching and Learning

- Identify and adopt excellent teaching approaches for pupils with SEN and share high quality approaches with colleagues across both schools.
- Monitor teaching and learning activities to meet the needs of pupils with SEN and provide further guidance and training for staff.
- Identify and teach skills that will develop pupils' ability to work independently.
- Liaise with other schools/agencies to ensure continuity of support and learning when transferring pupils with SEN.

Recording and Assessment

- Work with colleagues to set challenging targets for raising achievement among pupils with SEN.
- Ensure clear tracking systems are in place to collect and interpret pupil assessment information, allowing the school to monitor the robustness of teaching and interventions.
- Set up systems for screening pupils at 'point of entry', identifying, assessing and reviewing provision for SEN children once identified.
- Update the Headteacher(s) and Governors on the effectiveness of provision for pupils with SEN.
- Develop understanding of learning needs and the importance of raising achievement among pupils.
- Organise and attend IEP review meetings, parent evening consultations and Annual Reviews to keep parents informed about their child's progress.

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Leadership and Management

- Ensure the school's SEN register is up to date and all stakeholders are fully informed about support programmes in place/planned.
- Ensure IEPs are monitored regularly, are live documents and their impact is assessed and progress can be evidenced through work in class and interventions.
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN and understand the importance of class teachers taking ownership of additional provision and the progress children with SEN make in their class/teaching group.
- Take the lead in constructing the school's provision map, ensuring intervention programmes target the right pupils and staff expertise is deployed appropriately.
- Provide training opportunities for learning support assistants, teachers and other stakeholders to learn about SEN and work with other colleagues to deliver training on specific intervention programmes.
- Disseminate excellence in SEN across the school.
- Identify resources needed to meet the needs of pupils with SEN and advise the Headteacher of priorities for expenditure including EHC plans.
- Take the lead in liaising, co-ordinating and managing all external support offered to the school locally and from outside agencies.
- Comply with all safeguarding regulations and policies and act in the best interest of pupils' wellbeing.
- Act as designated lead for Looked After Children.
- Liaise effectively with parents and other stakeholders to secure the best possible provision for those with SEN.

Standards and Quality Assurance

- Support the aims and ethos of the school and lead elements of school improvement work as identified by the Headteacher.
- Set a good example in terms of professional conduct, punctuality, attendance and work ethic.
- Uphold the school's policies and encourage excellence in all areas of school life.
- Participate in staff training and staff meetings and lead such sessions as required.
- Develop strong links with stakeholders and outside agencies, to ensure that a wide spectrum of support is accessible to the school.
- To encourage excellence in the practice and procedures which will secure the safety and wellbeing of all children in the school.

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Specification	Essential	Desirable	*How Tested
Qualifications and Experience			
Qualified Teacher Status in UK	X		A, I
At least 4 years' teaching experience ideally in primary school	X		A, I
The National Award for Special Educational Needs Co-ordination		X	A, I
Teaching in the whole primary age range		X	A, I
Experience of support for those with SEN	X		A, I
Experience of leading teams in an educational setting		X	A, I
Experience of budget management including SEN funding		X	A, I
Experience of supporting and developing teachers	X		A, I
Experience of target setting and leading appraisal		X	A, I
Knowledge and Understanding			
Strong knowledge of the SEN Code of Practice, including EHCP process	X		A, I, T, R
Strong knowledge of assessment including those relating to SEND	X		A, I, T, R
Clear understanding of how to raise standards for SEN pupils, and those with EAL	X		A, I, T
Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills	X		A, I
Good understanding of factors promoting effective transfer of learners from one phase to the next	X		A, I
Good understanding of the principles behind school improvement work		X	A, I, T
Knowledge of using performance data to improve outcomes	X		A, I, T
Clear understanding of how to track pupil progress against desired outcomes	X		A, I
Excellent knowledge of welfare, health and safety and safeguarding requirements	X		A, I, T, R
A good understanding of the role of the Educational Psychologist and other external agencies	X		A, I
Professional Skills and Attributes			
Proven track record of excellent teaching	X		A, I, T, R
Ability to use initiative and work with minimal supervision	X		A, I, R
Proven track record of mentoring and coaching of staff		X	A, I
The ability to conduct lesson observations and provide developmental feedback		X	A, I, R
Ability to guide, support, advise and motivate other members of staff	X		A, I, R
Commitment to continuing professional development	X		A, I
Personal Qualities			
The communication and presentation skills both orally and in writing	X		A, I, T
An approachable person with good interpersonal skills	X		I, T, R
Willingness to address challenging issues with clarity of purpose and diplomacy	X		
Willingness to share expertise, skills and knowledge	X		A, I, R
Good IT skills, including as an integral part of teaching		X	A, I

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A reflective practitioner	X		A, I
Commitment to children's wellbeing and safety	X		A, I, T, R

**How tested: Application = A Interview= I Tasks=T References=R*