

**JOB DESCRIPTION:** SENCO  
**SALARY:** MPS-UPS 2 (outer London)  
**REQUIRED FOR:** 1<sup>st</sup> September 2024  
**RESPONSIBLE TO:** Headteacher  
**RESPONSIBLE FOR:** SEN Teaching Assistants



### **Overall responsibility**

- To lead, manage, develop and maintain high quality SEN provision which enables quality teaching, excellent learning outcomes and success for all pupils
- To model effective teaching to both teachers and teaching assistants, to coach and train colleagues and to teach across the school
- To support SEN children with individual programmes or group interventions
- To support and advise parents of children with SEND
- To prepare paperwork and make referrals in order to ensure SEN children receive ECHPs and additional support
- To determine the direction and development of SEN provision
- To support the Christian ethos of the school and work in partnership with the Trent community

### **Key Accountabilities**

#### **Strategic direction and development of SEN provision in the school, in order to:**

- Determine the strategic development of SEN policy and provision in the school
- Support all staff in understanding the needs of SEN pupils and liaise with staff, parents and external agencies including early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies in order to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEN
- Be a key point of contact with external agencies, especially the local authority and its support services
- Devise and promote plans to ensure the needs of pupils with SEN are met
- Monitor progress against targets for pupils with SEN
- Analyse and interpret relevant school, local and national information relating to pupils with SEN and advise the head teacher on the level of resources required to maximise achievement
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately
- Ensure that pupils with SEN are enabled to share their views and that these are acted upon appropriately
- Undertake day-to-day responsibility for the operation of SEN policy and coordinate the specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Monitor and advise on the deployment of the school's delegated SEN budget (both the High Needs Funding and the Top Up Funding) and various other sources of funding to help to meet pupils' needs effectively.
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements and writing and monitoring the DESAP, SEND Policy,
- Keep the SEN Register up to date and keeping staff informed of changing individual needs.
- Take the lead in informing staff of National/Local initiatives.
- Keep the Website up to date and making sure the SEN Report and all other relevant documents are reviewed annually.

**Safeguarding, in order to:**

- Support all staff in understanding the importance of safeguarding and adherence to safeguarding practise
- Support vulnerable pupils and families on CIN or CAFs
- Provide guidance and support to the therapists we have on site.
- Liaise with outside agencies involved in safeguarding
- Be part of the Designated Safeguarding Lead Term

**Teaching and learning, in order to:**

- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEN.
- Collect and interpret specialist assessment data on SEN to inform practice
- Work with pupils, class teacher and Phase managers to ensure realistic and challenging expectations of pupils with SEN
- Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEN

**Leading and managing staff, in order to:**

- Achieve constructive working relationships and establish opportunities for the SENCO, support assistants and other teachers to review the needs, progress and targets of pupils with SEN
- Provide regular information to Senior Leadership Team (SLT) and governors on the effectiveness of SEN provision and outcomes
- Advise and contribute to all aspects of SEN training to ensure the professional development of staff

**Parents, the community and extended schools, in order to:**

- Play a full part in the life of the school community
- Work with parents and families who have a child with SEN or vulnerable children offering support and guidance
- Encourage parents to participate in the life of the school in a variety of ways

**Managing own performance and development, in order to:**

- Demonstrate resilience and resourcefulness
- Take responsibility for own professional development
- Participate in the school's appraisal and professional development scheme, ensuring that objectives are set and met within the agreed time-scale
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities

**Use of Resources, in order to:**

- Identify appropriate resources to promote and support the achievements of SEN children and ensure they are used efficiently, effectively and safely
- Oversee and monitor appropriate budget allocations in liaison with the Headteacher and School Business Manager

**Additional responsibilities and general requirements in order to:**

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Headteacher
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues

***Please note this list is not exhaustive.***

**PERSON SPECIFICATION: SENCO**

*Please address the points included in this Person Specification when writing your Personal Statement in support of your application. Applicants that most successfully meet the criteria will be invited for interview.*

- To hold Qualified Teacher Status (QTS) as recognised by the DfE
- To have experience of teaching in a primary school
- To hold the NASENCO qualification or be willing to complete it within the first year
- To have experience as a SENCO in a primary school (desirable but not essential)
- To have a clear understanding of a range of SEN conditions and how to obtain and arrange additional support for children with additional needs
- To understand the need for effective assessment and record keeping, and how it can be used to inform future improvements and maximise achievement
- To be competent in the use of IT as an aid to both teaching and learning.
- To have the ability to work as part of a team, small or large, with all members of the school community, and to understand line management.
- To be able to take the initiative in a range of situations, including the ability to take on a lead role, and to be flexible and adaptable.
- To be able to build positive relations with all stakeholders (including staff, parents and governors), and to act professionally at all times.
- To be able to communicate effectively, both orally and in writing, in a range of contexts.
- To understand the importance of safeguarding and to be sensitive to confidential issues within the school.
- To be supportive of the school's leadership and management and be committed to upholding the school's aims and ethos.