SENCo Person Spec and Job Description

The successful applicant will be passionate about education. They will be well organised and willing to ‘do whatever it takes’ and will be focused on the attainment of all pupils. They will hold Qualified Teacher status (QTS) and have a proven track record of successful teaching in the Primary phase.

The SENCo supports teachers to support children with a wide range of difficulties including but not limited to: literacy and numeracy difficulties, social, emotional and mental health issues, moderate to severe learning difficulties, Specific Learning Difficulties and Autism Spectrum Conditions.

The post holders key responsibilities are, but not limited to:

* Leading on all matters pertaining to SEN inclusion through an excellent knowledge & understanding of the National Curriculum and the SEN Code of Practice
* Line managing teaching support staff
* Undertaking the process of applying for Education Health and Care assessment and seeing this process through to final plan.
* Working with the inclusion team to ensure the smooth running of SEND provision across the school.
* Working closely with, and communicating effectively with, the Leadership Team to ensure effective systems are in place to support students presenting with behavioral difficulties
* Supporting all teachers and class leads for assessing for Access Arrangements to ensure appropriate Access Arrangements for examinations are in place.
* Overseeing the preparation of target setting for students with SEN
* Overseeing and monitoring the work of all external professionals working with SEN pupils
* Preparing regular written reports on the progress of students on the SEND register, including reports for the Annual Review
* Supporting the Leadership Team with overseeing and ensuring the provision of specialist teaching and classroom support for all SEN students is maintained
* Supporting the Leadership Team, ensuring colleagues receive appropriate training in respect of all SEN students.
* Complying with any reasonable request from the head teacher to undertake work of a similar level that is not specified in this job description
* Responsibility for monitoring and reporting to parents on the progress of students and liaising with parents, social services and other agencies regarding the school’s provision for students with SEN
* Monitoring and evaluating the effectiveness of interventions and support for students with SEN, through appropriate methods including provision mapping and management systems.
* Responsibility for the admissions process for students with Education, Health and Care Plans (EHCPs), attending meetings and tribunals as directed by the Headteacher and as required by the Inclusion Lead
* Ensuring that relevant data pertaining to students with SEN is disseminated effectively
* Responsibility for the preparation and review of policies, procedures and school documentation pertaining to SEN
* Line managing the Learning Mentor
* Responsibility to their line manager for his/her duties, responsibilities and teaching tasks
* Interacting on a professional level with all colleagues and establish and maintain good working relationships which will promote the development and effective delivery of the curriculum and maximise children’s achievement
* Undertaking the teaching of groups of students in identified target groups and cover teacher as required.
* Creating a well ordered and secure environment that will ensure the educational well‐being of individual children within the group
* Making effective use of ICT to enhance learning and teaching
* Ensuring careful and on‐going assessment of the students learning to inform further planning
* Ensuring that the curriculum is differentiated to mean that tasks and activities are matched to the ability of the children and henceforth allowing them to make progress at the right pace and level
* Completing all assessments and records as determined by schoo and Trust policy in a timely fashion
* Working with the assessment lead to track the progress of individual children and intervene where students are not making progress
* Working with Resource Base leads to ensure provision and entitlements is met.
* • Ensuring that equal opportunities are implemented in the classroom and throughout the school
* Developing and maintaining positive relationship with parents, involving them actively in the classroom and in the learning process
* Participating in planning and staff meetings
* Contributing towards the development of the school and implementation of whole school /Trust policies
* Contributing and co‐operating with other staff and professional agencies as appropriate to the needs of the children
* Complying with Health and Safety requirements and initiatives as directed
* Compliance with Data Protection legislation
* The successful applicant may be required to work outside of normal directed hours on occasion (e.g. to attend Full Governing Body and/or Committee Meetings
* Undertaking in‐service training for further development as a SENCo.
* Undertaking general responsibilities in the school as agreed with the Head teacher.

The duties and responsibilities of the post may vary from time to time according to the changing needs of the school and the Trust.

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| **AREA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications** | Qualified Teacher status. | SENCO qualification |
| **Professional Development** | Committed to own personal development.  Evidence of continuing professional development relating to Special Educational Needs (SEN) | Government Prevent Training |
| **Experience** | Experience of teaching pupils with a range of special educational needs  Experience of setting outcomes and monitoring, evaluating and recording progress  Experience of monitoring teaching and learning activities to meet the needs of pupils with SEN  Experience of leading a staff/specialist team  Experience of managing and coordinating the work of Learning Support Assistants  Experience of developing initiatives in collaboration with other staff | Experience of delivering whole school training on SEN related topics  Experience of budget management |
| **Knowledge** | Knowledge of a range of SEN (including MLD, ASD, SLCN and SpLD) and its impact on the learning of children and young people  Understanding of the most effective teaching methods and strategies to meet the identified needs of pupils with SEN  Knowledge and understanding of the National Curriculum  Understanding of statutory processes, including the review process for Education, Health and Care (EHC) plans  Understanding of SEN legislation and the SEND Code of Practice, 2015  Understanding of factors promoting effective transfer from one phase of education to the next  Understanding of the principles behind school improvement planning, monitoring, review and evaluation of progress |  |
| **Leadership and Management Skills** | Ability to communicate effectively and build good relationships with colleagues, students and parents.  Ability to lead and motivate staff and to provide critical support when required  Ability to support all staff in understanding the needs of students with SEN and identifying the most effective teaching methods for those students.  Ability to give and take advice in a sensitive and reflective manner  Ability to address challenging issues with clarity of purpose and diplomacy  Ability to make recommendations and decisions that enable students to make the best possible progress  Ability to work effectively under pressure and to plan, prioritise and meet deadlines |  |
| **Personal Qualities** | Commitment to supporting students with special educational needs  Professional integrity  High, realistic expectations  Excellent oral and written communication skills.  Good presentation and ICT skills with the ability to enthuse and motivate others  Ability to work independently, prioritise and manage own workload effectively.  Ability to remain calm under pressure  Enthusiastic, positive and resilient  Sensitivity to the aspirations, needs and self-esteem of others  Commitment to team working |  |