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| <b>Job Title</b>      | SENCO       |
| <b>Responsible To</b> | Headteacher |

**Purpose of role:**

Leading, managing, developing and maintaining a high-quality SEN provision

**Responsibilities**

The SENCO, under the direction of the Headteacher, will take a key role in:

- formulating and realising the strategic and operational aims and objectives of the academy in accordance with those of the Diocese of Ely Multi-Academy Trust in order to deliver the DEMAT promise to the children at the academy
- establishing and promoting policies for achieving these aims and objectives aligned to our Trust playbook
- supporting the Headteacher to lead the academy improvement process
- contributing to the on-going process of academy self-evaluation
- monitoring progress towards the achievement of the academy’s aims and objectives as derived from Trust aims and objectives regarding inclusive teaching and inclusion principles. This will include identifying next steps and facilitating appropriate CPD related to improving the standard of teaching and learning across the whole academy
- managing staff and resources to effectively deliver the highest standard of education for pupils, including a commitment to raising standards of achievement, maintaining the highest of expectations for all children, ensuring that all children have equity of access to the curriculum, following the Trust principles of curriculum and teaching
- maintaining excellent standards of behaviour, both in and out of the classroom, to ensure the best possible learning environment for all, following the Trust principles of Inclusions
- to work with the Headteacher to promote and maintain the Christian distinctiveness of the academy
- engage with and contribute to the wider Trust culture and community of reciprocity
- Determine the strategic development of special educational needs (SEN) policy and provision in the academy
- Be responsible for day-to-day operation 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. Acting as a professional classroom role model with peers, for inclusive practice, as appropriate.
- 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.

**Strategic development of SEN policy and provision**

- Have a strategic overview of provision for pupils with SEN or a disability across the academy, monitoring and reviewing the quality of provision
- Contribute to academy self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the academy’s improvement plans with regard to the Disability Discrimination Act 1995 and the Equality Act 2010.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the academy’s policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

- Advise on the deployment of the academy's delegated budget and other resources to meet the pupils' needs effectively.
- Support with the curricular planning for pupils with SEN/D.
- Write and present a termly report on SEN provision to the LGB and liaise with the appointed Governor for SEN/D

#### **Operation of the SEN policy and co-ordination of provision**

- Maintain an accurate SEND register and provision management system
- 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 the academy's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of and access the provision in the local offer as appropriate
- Work with early years providers, other academies, 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
- Evaluate the effectiveness of interventions and targeted support for pupils with SEN

#### **Support for pupils with SEN or a disability**

- Complete more detailed assessments to understand a pupil's barriers to learning and support the planning of appropriate provision via the graduated approach.
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness through
- The monitoring of teaching quality and pupil achievement
- Target setting, including APDRs and provision maps
- Use the academy's recording system to track progress
- 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 academy, all relevant information conveyed to it, and support a smooth transition for the pupil
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Promote the pupil's inclusion in the academy community and access to the curriculum, facilities and extra-curricular activities
- Model research-informed approaches to academy improvement and leadership to improve teaching and learning and outcomes for all children modelling the Trust's principles of inclusion.

### Leadership and management

- Work with the Headteacher, Academy Leaders and Governors to ensure the academy meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Keep up to date with developments in education, including having a good understanding of how children learn
- Prepare and review information the governing board is required to publish
- Contribute to the academy development plan and whole-academy policy
- Identify training needs for staff and how to meet these needs
- Lead appropriate CPD for staff
- Share procedural information, such as the trust wide SEN policy and academy information report
- Promote an ethos and culture that supports DEMAT's SEN policy and promotes good outcomes for pupils with SEN or a disability in line with the Trust's Inclusion principles
- Participate in arrangements for your own performance management and where appropriate, that of specified staff
- Lead and manage teaching assistants working with pupils with SEN or a disability
- Organise the TA timetable coordinating provision for children with SEN
- Lead on Behaviour Management, including the implementation of DEMAT's behaviour policy
- Access and add to the centrally available resources and training offered by DEMAT
- Ensure records for pupils with medical needs are kept up to date and that they have their provision met, including the writing of intimate care plans.

The SENCO will be required to safeguard and promote the welfare of children and young people and follow academy 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 Headteacher.

## Person Specification

|   | Essential (E) or Desirable (D) |
|---|--------------------------------|
| <b>Qualifications and skills</b>  |                                |
| Relevant degree or equivalent   | E                              |
| Qualified Teacher Status  | E                              |
| SENCO experience and qualification  | E                              |
| Commitment to undertake professional training and development relevant to the post/seeking career progression               | E                              |
| Clear communication/questioning skills and precise approach to written communication  | E                              |
| Able to inspire children's interest in learning   | E                              |
| <b>Knowledge, skills, abilities</b>   |                                |
| Successful record of teaching within primary  | E                              |
| Principles and practices of high-quality teaching and learning  | E                              |
| Effective approach to behaviour management  | E                              |
| Able to communicate with a variety of stakeholders (e.g. colleagues, parents/carers, external agencies)                     | E                              |
| Knowledge of strategies to support learning, progress, and standards across the curriculum – evidence of impact on progress | E                              |
| Knowledge of how ICT can be used to support/enrich learning   | D                              |
| <b>Personal Qualities</b>   |                                |
| High level of written and oral communications   | E                              |
| Strong organisational, personal time management and planning skills   | E                              |
| Commitment to safeguarding and promoting the welfare of children and young people   | E                              |
| Able to identify the necessary resources which ensure high quality teaching and learning                                    | E                              |
| High level of collaboration, cooperation and team working capabilities  | E                              |
| High levels of adaptability and flexibility   | E                              |
| Able to respond to and seek advice  | E                              |