

# **St Anthony's Catholic Primary School**

## **SENCo JOB DESCRIPTION**

### **Permanent post with TLR - SENCo**

*NB The post will have one day non-teaching commitment.*

As SENCo you will be a member of SLT and your responsibilities will be to:

- Lead high-quality SEN provision which enables high-quality teaching, excellent learning outcomes and success for all pupils;
- Model effective teaching, and coach and train colleagues
- Keep all aspects of paperwork up to date including provision maps and IEPs;
- Ensure that reports are shared with parents and staff and recommendations are in place;
- Regularly review provision in line with the 'Assess, plan, do review' cycle and gather evidence for pupil's who may require a high level of support, including EHCPs;
- Contribute to the development of whole-school policy where appropriate;
- Work with outside agencies for certain pupils to ensure that the most appropriate provision is in place and that recommendations are followed;
- Monitor the impact of interventions by observing TAs, checking IEPs, collecting assessment data and monitoring teachers planning and timetables;
- Performance manage and support the TAs with any training or coaching needs;
- Deliver CPD to staff with regard to the school SEN policies, school provision and record keeping and code of practice.
- Have the SENCO qualification, be working towards it; or be prepared to attend SEND qualification training in the near future.( to be completed within 24 months)

In addition a SENCo should:

- Be able to implement strategies for raising achievement for pupils with SEND;
- Demonstrate confidence, clarity and decisiveness in making decisions;
- Be an outstanding communicator, with the ability to build trust and confidence with parents and staff;
- Have a sound understanding of the SEND Code of Practice and its implications.

## **SENCo PERSON SPECIFICATION**

	<b><u>Essential Criteria</u></b>	<b><u>Desirable Criteria</u></b>	<b><u>Measured by</u></b>
<b><u>Education and Qualifications</u></b>	<ul style="list-style-type: none"> <li>• Qualified teacher</li> <li>• Commitment to completing the National Qualification for Special Educational Needs Co-ordination (if not already obtained) or NASENCo.</li> <li>• Proven track record of CPD</li> <li>• Evidence of sound knowledge of effective quality first teaching and intervention strategies</li> <li>• Proven experience in effective liaison with a range of outside agencies</li> <li>• Experience of teaching pupils with a range of SEN needs</li> </ul>	<ul style="list-style-type: none"> <li>• National Qualification for Special Educational Needs Co-ordination.</li> <li>• Further specialist qualification in an aspect of SEN eg. ASD, SpLD</li> <li>• Demonstrable experience in working collaboratively with parents, colleagues, Governors and the local community</li> <li>• Working knowledge of Designated LAC teacher requirements</li> </ul>	Application form
<b><u>Skills and Abilities</u></b>	<ul style="list-style-type: none"> <li>• Ability and confidence to take initiative and move things forward.</li> <li>• Emotional resilience when dealing with challenging behaviour</li> <li>• Ability to deal sensitively with people</li> <li>• Show excellent time and management skills and analyse, prioritise and meet deadlines</li> <li>• Ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading and managing people to work effectively, both individually and in teams</li> <li>• Ability to use performance data to inform provision mapping and planning</li> <li>• Ability to produce and update EHC plans and other statutory documents</li> </ul>	Application form Lesson Observation Interview Written task References

<p><b><u>Experience</u></b></p>	<ul style="list-style-type: none"> <li>• Evidence of proven experience of successful class teaching</li> <li>• Commitment to working closely with parents and carers</li> <li>• Understanding of a range of behaviour strategies</li> <li>• Commitment to whole school ethos</li> <li>• Evidence of successful achievement in a school setting</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching across primary age range</li> <li>• The effective management of provision for SEN</li> </ul>	<p>Application form</p> <p>Interview</p> <p>References</p>
<p><b><u>Knowledge</u></b></p>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the expectations within the new EYFS and National Curriculum</li> <li>• Knowledge and understanding of current developments and best practice in SEN legislation and all aspects of inclusion and pastoral care</li> <li>• Knowledge of the range and types of interventions available</li> <li>• Experience of tracking student achievement using data and of intervention strategies to raise achievement</li> <li>• A clear understanding of Safeguarding and Equal opportunity issues</li> </ul>	<ul style="list-style-type: none"> <li>• Confident use of ICT, including classroom technologies</li> <li>• Knowledge of recent education policy and legislation.</li> <li>• Knowledge and experience of school improvement planning including monitoring, evaluating and reviewing</li> </ul>	<p>Application form</p> <p>Interview</p> <p>References</p>
<p><b><u>Other</u></b></p>	<ul style="list-style-type: none"> <li>• A commitment to inclusive education and a willingness to respond to the needs of all learners</li> <li>• Ambition, determination and drive to develop the role</li> <li>• High levels of professional integrity, reliability and professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to ensure environments within the school are welcoming, inclusive and fully supportive of all children achieving their very best</li> </ul>	<p>Application form</p> <p>References</p> <p>Interview</p>

	<ul style="list-style-type: none"><li>• Flexibility and ability to work under pressure and meet deadlines</li><li>• Passionate for teaching and desire to help children succeed</li><li>• Form and maintain appropriate relationships with pupils, staff and parents</li><li>• Self-motivated</li><li>• Creative thinker</li><li>• Strong organisational skills</li></ul>		
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