



The Spinney Primary School

Job Title	SENCo – Part Time Special Educational Needs Co-ordinator
Responsible to	Headteacher/Governing Body
Type of Position	0.4 / Fixed term – 2 years
Level and Scale Point	Main Scale or UPS (depending on experience) plus SEN Allowance – pro rata for 0.4

Role

To determine the strategic development of Special Educational Needs Provision in the School and to ensure staff understand the needs of pupils with SEN.

Purpose of Job

To assist in the promotion, direction, and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs. To be responsible for the day-to-day operation of the school SEND policy and to co-ordinate provision for pupils with SEN in the school including:

- Managing, developing, and maintaining high-quality SEN provision
- Observing pupils in the classroom, to coach and train colleagues
- Keeping all paperwork including records and policies, up to date and actioned, as appropriate
- Meeting with parents to support SEN and pupils' healthcare
- Monitoring the quality of SEN support delivered both by teachers and teaching assistants
- Ensuring that awareness of SEND issues is maintained across all of the teaching staff
- Being a role model for pupils through personal presentation and professional conduct
- Performing duties in accordance with school procedures to ensure pupil safety.

In the context of this job description, pupils with special educational needs are deemed to include:

- Pupils on the School's Special Educational Needs Register;
- Pupils with identified specific learning difficulties;
- Pupils with identified social, emotional and behavioural problems;
- Pupils with medical needs
- 'Looked After' pupils;
- Pupils whose first language is other than English;
- Pupils eligible for free school meals;
- Pupils belonging who have protected characteristics

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- Pupils who the Headteacher considers have previously received, for any reason, an inadequate or compromised education

Areas of responsibility and key tasks:

Strategic Direction of SEN Policy and Provision

- exercise a key role in assisting colleagues with the strategic development of SEN policy/provision to support rapid improvement of SEN provision within the school
- support all staff to understand the needs of pupils with SEN
- ensure objectives to develop SEN are reflected in the school development plan;
- analyse and interpret relevant school, local and national data and guidance and use this to influence school policy and practice
- evaluate the effective use of funding and resource and suggest changes to ensure their most appropriate use

Implementation of SEN policy

- Maintaining the SEN register of pupils and identifying pupils with SEN
- support the identification of and disseminate the most effective teaching approaches for pupils with SEN;
- Advise on the use of the school's budget and other resources to meet students' needs effectively including staff deployment.
- Be the main point of contact for all professionals liaising with the school for pupils with SEN
- Liaise with other school SENCOs as required
- To oversee the writing and regular review and updating of Individual Education Plans
- To use data generated by school assessments effectively to inform future pupil progress.

Teaching and Learning

- work with colleagues to develop effective ways of bridging barriers to learning through - assessment of needs - monitoring of teaching quality and pupil achievement - target setting, including IEPs - developing a recording system for progress
- collect and interpret specialist assessment data to inform practice;
- undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies;
- work with colleagues to ensure all pupils learning is of equal importance and that there are realistic expectations of pupils;
- consider the range of teaching strategies / equipment that could be utilised for pupils requiring specialist provision;
- Be a deputy Designated Safeguarding leader and provide specific support for SEND pupils who might require safeguarding actions

Leadership & Management

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- Work together with the senior leadership team to ensure the school meets its responsibilities under the Equality Act 2010
- contribute to the appraisal process for identified staff;
- advise on and contribute to the professional development of staff, including whole school INSET provision, written guidance and meetings
- provide regular information to the Headteacher and Full Governing Body on the evaluation of SEN provision and the impact on improving outcomes.
- To ensure that the School's Health and Safety Policy is followed
- monitor progress of objectives and targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements;

Provide support for pupils with SEN

- To assist in the identification of pupils' Special Educational Needs through observation in the classroom, individual screening and assessment of reports
- co-ordinate provision that meets pupil's needs and monitor it's effectiveness
- secure relevant services and funding (if required) for the student
- review any education, health and care plans (EHCPs) with parent or carers and the students in a timely and effective manner, chairing Annual Review meetings as required
- To interpret the recommendations of Educational Psychologist, Occupational Therapist and other reports and to disseminate them so that they are effectively implemented in the classroom
- promote the inclusion of pupils with SEN in the school community and ensure equitable access to the curriculum, facilities and extra-curricular activities.

Communication and Reporting

- To write reports for parents on the pupils receiving specific teaching
- To liaise with parents and carers concerning pupil progress and concerns, and concerning updates to the IEP, and to be proactive in communication about these issues
- To make recommendations to parents concerning the use of external agencies for identifying SEN Professional Knowledge and Development
- To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and of the school's curriculum and policies
- To participate in INSET provided by the School and where appropriate to lead INSET on SEND issues

Health and Safety

- Promote the safety and well-being of pupils in accordance with the School's Child Protection and other relevant policies.
- Maintain good order and discipline among pupils in accordance with the School behaviour policy.
- Fulfil wider professional responsibilities in relation to health and safety.
- Make a positive contribution to the wider life and ethos of the School.

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Other Duties and Responsibilities

Undertake any other reasonable professional task as directed by the Headteacher, To undertake other reasonable duties commensurate with the grade of the post, as determined by their Line Manager or the Headteacher.

The successful applicant will need to undergo full pre-employment clearance, including a DBS Enhanced Clearance check (Disclosure and Barring Service). We give high priority to promoting diversity throughout the school Inclusion Leader/Special Educational Needs Co-ordinator (SENCO)

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SENCo - Person Specification

	Essential	Desirable
Knowledge	Job requirements	
Qualifications / Training	<ul style="list-style-type: none"> • QTS status • Evidence of on-going professional development; attendance on courses, INSET, action research personnel study • A degree or equivalent 	<ul style="list-style-type: none"> • Hold the National Award for SEN Co-ordination (NASENCO) • Higher degree qualification, postgraduate courses
Experience	<ul style="list-style-type: none"> • At least 4 years' experience as a class teacher with secure judgements of good and outstanding teaching • Experience of successful leadership and management within a school or other educational setting including target setting and monitoring the quality of provision • Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with Statements as well as those without • Knowledge of the range and type of interventions 	<ul style="list-style-type: none"> • Experience of leading on developing provision of more able children • Experience of inter-agency work Ability / Skills

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	<p>available and be able to apply these appropriately in the context of the School's resources and the individual child</p> <ul style="list-style-type: none"> • Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education Welfare Services 	
<p>Ability/Skills</p>	<ul style="list-style-type: none"> • Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school • Excellent written and oral communication skills • Excellent presentation and inter-personal skills • Excellent time and task management skills • Ability to work under pressure and to deadlines 	

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