

## **JOB DESCRIPTION**

**JOB TITLE:** SENCO (Primary)

**REPORTS TO:** Headteacher

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*The following outlines the key skills, competences and experience required for this position. The selection panel will assess the candidate against the criteria listed below expecting candidates to show evidence of having applied (or awareness of how to apply) this in a school context.*

### **Staff Management**

The postholder is responsible for SEND, LSA's and other staff as appropriate

### **Statutory Responsibilities**

- From 1 September 2009, schools have been required to ensure that **new** SENDCOs hold the National Award for SEND Co-ordination or are working towards it. *Applicants for this role must show a commitment to undertake this award – Heronsgate School will support you with this however some modules may be out of school hours.*
- Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document relating to the Conditions of Employment of Teachers.
- Achieve any performance criteria, objectives or targets agreed with or set by the school in accordance with the requirements set out in the School Teachers' Pay and Conditions Document.
- Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children, and ensure that all requirements are met.

### **Key Responsibilities**

- To lead on the provision of high standards of teaching and learning, including providing professional guidance, for all pupils with SEND.
- To take responsibility for the day-to-day management of effective resources for these pupils
- Act strategically to provide early identification of individual children's needs and a provision map (including interventions).
- Work with the Headteacher to ensure appropriate resources, including support staff, are available to fully support SEND pupils.
- Contribute to the evaluation of the effectiveness of the schools policies and initiatives and analyse their impact on learners who have SEND needs.

- To develop, implement, monitor and maintain the policy for SEND and practices which reflect the school's commitment to high achievement and which are consistent with national strategies and policies.
- Initiate, co-ordinate and oversee the process to obtain effective Education and Health Care Plans to ensure individual pupils' needs are met.
- To establish appropriate learning targets for pupils with SEND and to monitor, evaluate and report on the interventions, progress, and attainment of children with SEND to the SLT and Governors termly.
- Ensure that parents are involved in setting meaningful targets and remain well-informed about the curriculum, individual learners' progress and achievement
- To liaise effectively with external agencies (e.g. social workers, speech-language therapists)
- Create, maintain and enhance effective and positive relationships with parents and with external agencies.

## **Learning and Teaching**

- Monitor and evaluate the quality of teaching and standards of achievement/attainment for pupils with SEND and additional needs, setting targets for improvement, and providing an effective role model in terms of your own inclusive practice
- Raise standards of individual learner achievement and ensure that good attainment is maintained by providing a model of high quality teaching when required;
- To provide coaching, mentoring and the development of all staff for SEND, evaluating impact on teaching and learning.
- Plan, delegate and evaluate work carried out by Learning Support Assistants/parent and community volunteers and ensure a consistent approach regarding inclusion across the Federation liaising with teachers and the Senior Leadership Team to define successful interventions.

- To support with the performance management of LSA's
- Identify and adopt the most effective, evidence-based teaching approaches for those learners with special educational needs
- Attend Pupil Progress meetings
- Co-ordinate and lead on EHC Plan annual reviews
- Identify and teach the skills that will develop learners' ability to work independently
- Liaise with other schools to ensure continuity of support and learning in transition between settings

## **Managing and developing SEND**

- To promote a mutual understanding with all colleagues with regards to the school curriculum and its impact on the school SEND policy, with the aim of improving teaching and learning across the school.
- Evaluate planning across the school, ensuring that differentiation is appropriate to impact learning through: e.g. the monitoring of objectives, assessments, targets, outcomes and record keeping for vulnerable children
- Promote a creative and collaborative working environment, providing constructive and developmental feedback on a regular basis for all staff.
- Identify resources needed to meet the needs of pupils with SEND through annual strategic action planning and advise the Headteacher and governing body of priorities for expenditure.
- Monitor and control the use of these resources and analyse how effective their use is for the groups identified.
- Support members of staff by maintaining high profile and facilitating engagement with parents and external agencies for all vulnerable children.

## **Recording and assessment**

- Ensure the effective and proficient use of learner data from a variety of sources, both internal and external, in the process of target setting;
- Develop and implement systems for identifying, assessing, monitoring and evaluating individual pupils' progress across the school for identified groups, highlighting trends and areas for improvement through detailed analysis e.g. provision mapping
- Update the Headteacher, year managers and governing body on the effectiveness of provision for learners with special educational needs;
- To liaise with the SEND governor keeping them informed of all relevant information.

*Schools benefit from a flexible approach to working arrangements – because of this, the tasks and responsibilities listed here are not definitive. Head Teachers may require particular additional duties to be undertaken to suit the specific school's requirements and these may be incorporated in the role requirements as long as they are at a similar and appropriate level to the other listed duties.*

### **General Requirements**

All school based posts are defined as Regulated Activity and therefore the post is subject to an Enhanced with Barred List DBS check.

All employees are expected to share this commitment, to follow MKET'S safeguarding policies and procedures and to behave appropriately towards children and vulnerable adults at all times, both in work and in their personal lives.

There is a commitment to uphold MKET's Equality and Health and Safety Policies and all staff must follow the MKET Code of Conduct

All staff must have an understanding of the requirements of Data Protection and confidentiality in the workplace