

**SENCO**

**Job details**

|  |  |
| --- | --- |
|  Salary range: | MPS/ UPS & SEN allowance |
|  Contract type: | Permanent |
|  Reporting to: | Assistant Headteacher (Inclusion and Pastoral) |

**Main purpose**

* Carry out the operational role of Special Educational Needs and Disability Co-ordinator
* Fulfil the professional responsibilities of a teacher, as set out in the School Teacher’s Pay and Conditions Document (STPCD)
* Meet the expectations set out in the Teacher’s Standards
* Fulfil duties reasonably directed by the Headteacher including covering classes as needed
* Promote the school’s values

*N.B. The duties listed below are not an exhaustive list of requirements. The specific nature and balance of these responsibilities will vary according to the needs of the school.*

**Key responsibilities:**

In addition to the core teaching responsibilities set out below, the Assistant Headteacher will be required to:

* Oversee all aspects of the school’s provision for children with SEND, monitoring and reviewing the quality of the provision
* Make sure the SEN policy is put into practice and its objectives are reflected in the school development plan
* Provide support or direct the Mental Health Worker to provide support for short-term issues that may affect a child’s wellbeing, e.g. short-term behavioural issues
* Work with external agencies
* Ensure that the school makes strong applications to ensure correct funding for children with additional needs
* Ensure that the SENCO works with phase leaders to ensure the effective transition of pupils from nursery to Reception and from Year 6 to Year 7
* Make a significant contribution to the schools’ leadership tasks as a member of the middle leadership team and champion the needs of children with additional needs
* Evaluate achievement, attainment and pupils progress data for children with SEND and provide reports to the senior management team and governors as required
* Support teachers to adapt lessons to meet the needs of all learners
* Direct and monitor teachers’ completion of Personal Support Plans
* Support the role of parents/ carers in children’s learning and attend meetings with families
* Liaise with Amwell View to support staff and set up processes and procedures in the Haslewood Room (inclusive classroom) under the supervision of the Assistant Headteacher for Inclusion and Pastoral
* Monitor standards of behaviour for children with additional needs
* In collaboration with families and medical professionals, complete and review Health Care Plans
* Carry out class teaching responsibilities effectively

SEND Leadership

* Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for children with SEND
* Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
* Prepare and review information the governing body is required to publish
* Identify training needs for staff and how to meet these needs
* Lead INSET for staff
* Share procedural information, such as the school’s SEN policy

Operation of the SEN policy and co-ordination of provision

* Maintain an accurate SEND register and provision map
* 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 school’s budget and other resources to meet pupils’ needs effectively, including staff deployment
* Be aware of the provision in the local offer
* Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies
* Be a key point of contact for external agencies, especially the local authority (LA)
* Analyse assessment data for pupils with SEN or a disability
* Implement and lead intervention groups for pupils with SEN, or train and support others to lead intervention groups, and evaluate their effectiveness

Support for pupils with SEN or a disability

* Identify a pupil’s SEN
* Co-ordinate provision that meets the pupil’s needs, and monitor its effectiveness
* Secure relevant services for the pupil
* Ensure records are maintained and kept up to date
* Review the education, health and care plan (EHCP) with parents or carers and the pupil
* Communicate regularly with parents/carers
* Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
* Promote the pupil’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
* Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability

Working with and supporting staff around mental health and wellbeing

* Work collaboratively with other members of staff, including the designated safeguarding lead (DSL), Assistant Headteacher SENCO assistant, and Mental Health and Family Support Worker to discuss pupils who need mental health and wellbeing support

**Whole-school organisation, strategy and development:**

* Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s values and vision
* Make a positive contribution to the school’s vision and values
* Work with others on curriculum and/ or pupil development to secure coordinated outcomes.

**Health and Safety:**

* Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality, security, data protection; and report all concerns to an appropriate person
* Promote the safety and wellbeing of pupils
* Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.

**Working with colleagues and other relevant professionals:**

* Collaborate and work with colleagues and other relevant professionals within and beyond the school, including the DSPL
* Work in partnership with local service providers and mental health professionals to make sure the needs of children are known understood and used to shape the local support offer
* Identify and access the most appropriate services
* Develop effective professional relationships with colleagues.

**Management of staff and resources:**

* Direct, supervise and provide support to support staff assigned to them and, where appropriate, other teachers
* Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff
* Monitor quality and standards of resources delegated to them.
* Provide support to teaching assistants working with pupils with SEN or a disability

**Professional development:**

* Take part in the school’s appraisal procedures
* Take part in further training and development in order to improve own teaching and overall performance around issues relating to SEND, inclusion and mental health and wellbeing

**Communication:**

Communicate effectively with pupils, parents/carers, colleagues, wider school community and governors.