Kingsway%20Infant%20School%2002-08COL

Kingsway Infant School

**Job description and person specification: Special Educational Needs Co-ordinator (SENCo)**

Job Title: SENCo

Salary: MPS + TLR

Contract Type: Part time, permanent

Reporting To: Headteacher

Main Purpose:

**The SENCo, under the direction of the Headteacher, will:**

* Determine the strategic development of special educational needs (SEN) policy and provision in the school
* 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 carers, and other agencies.
* Lead, manage and oversee the day-to-day operation of the school’s SEND policy
* Meet the expectations set out in the Teachers’ Standards
* Fulfil duties reasonably directed by the Headteacher.

Whilst the SENCo will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day to day education and support of pupils within their classrooms.

Key Responsibilities:

NB: The duties listed below are not an exhaustive list of requirements

Strategic development of SEN policy and provision

* Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
* Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
* Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
* Maintain up-to-date knowledge of national and local initiatives that may affect the school’s policy and practice
* Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

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, 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 (EHC) plan 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

Leadership and management

* 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 board is required to publish
* Contribute to the SIP and whole-school policy
* 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
* Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEN or a disability
* Along with the Deputy Headteacher, lead and manage any teaching assistants working with pupils with SEN or a disability.

Safeguarding/Health and Safety

* Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
* Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges
* 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 safety and wellbeing of all pupils

**Professional Development:**

* Take part in the school’s appraisal procedures
* Take part in further training and develop in order to improve own teacher in overall performance
* Where appropriate, take part in the appraisal and professional development of others.

Person Specification

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| **Professional Qualifications and training** |
| Qualified teacher status  National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment.  Degree |
| **Knowledge and experience** |
| Evidence of involvement in implementing whole school initiatives  Experience of working with children with a range of SEN  Experience of conducting training/leading INSET  Awareness of current educational issues  Experience of effective involvement with parents |
| **Skills and abilities** |
| Sound knowledge of the SEND code of practice  Understand what makes ‘quality first’ teaching, and of effective intervention strategies  Ability to plan and evaluate interventions  Data analysis skills and the ability to use date to inform provision planningExcellent classroom practice  Good communication skills at all levels  Ability to work as part of an effective team  Ability to inspire and motivate the children and staff  Good organisational and time management skills  Confident use of ICT  Commitment to extra curricular activities |
| **Personal Qualities** |
| Positive and caring attitude  Enthusiastic  Reflective  Understanding of vulnerable learners  High expectations of children’s learning  Ability to maintain confidentiality  Commitment to personal and professional development  Solution-focused  Organised  Conscientious  Desire to improve own practice and contribute to whole school effectiveness  Commitment to equal opportunities  Committed to safeguarding and promoting the welfare of children |

**DISCLOSURE AND BARRING SERVICE.**

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the DBS as part of Hertfordshire County Council’s pre-employment checks. Please note that additional information referring to the Disclosure and Barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

**Review of duties**

The specific duties attached to any individual teacher are subject to annual review and may after discussion with the teacher, be changed. This job description will be reviewed at least annually as part of your Performance Management programme.