

Newham Community Learning Job Description

Job Title	SENCO
Grade and Work Pattern	MPR/UPR/SEN POINT/ TLR 2C
Location	Portway and Selwyn Primary Schools
Reviewed by	Scott Chudley
Is a person specification included?	Yes, as part of this JD
Date Reviewed	May 2023

JOB DESCRIPTION AND PURPOSE – SENCO

Grade: MPR/UPR

Allowance: SEN POINT/TLR 2C

Based at: Portway Primary School

Reports to: Headteacher/member of the school leadership team as advised

Manages: Line manager (including performance management) of all LSAs (Learning Support Assistants)

Liaison with: Teachers and school leadership team as required

Responsible for: SEND

Budget: n/a

Other requirements: This post is subject to an enhanced DBS check, and is exempt from the Rehabilitation of Offenders Act (1974)

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PROTECTING OUR CHILDREN - SAFEGUARDING

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

PROTECTING OUR STAFF AND OUR RESOURCES – HEALTH AND SAFETY

Adherence to health and safety requirements, which includes proper risk management processes, is required from all staff at school in so far as this is relevant to their roles. All staff are expected to understand their responsibilities for protecting and promoting the health and safety of all children and colleagues.

EQUAL OPPORTUNITIES

Newham Community Learning has a strong commitment to achieving equality of opportunity in both its services to the community and in its employment of people, and expects all staff to understand and to promote its policies in their work.

DATA PROTECTION

UK GDPR and the Data Protection Act 2018 control how personal information is used by our Trust. Everyone responsible for handling and using personal data has to follow strict rules called 'data protection principles', which apply to any and all data concerning a living individual. An introduction to data protection is provided in our induction systems; refresher training is also provided. Staff are required to seek advice from the leadership team should they have any queries regarding the processing of personal data of fellow members of staff, children or parents.

PURPOSE OF THE JOB

- To meet standards for teachers including demonstrating high quality teaching, modelling and demonstration of lessons, and within this role to act as a member of the Inclusion Team.
- To teach children with a range of special educational needs either individually or in small groups. This will require secure knowledge of effective approaches to teaching and learning for SEND children; identification of all levels of need, planning, modelling, delivering and reviewing appropriate and effective interventions, which ensure maximum curricular access and progression.

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- To work proactively with the Headteacher and other staff to promote the achievement of SEND children and to do this in a way which fosters partnership working and successful transition between settings.
- To manage support staff (Learning Support Assistants and Communication Support Workers). This will include timetabling, provision mapping, prioritising work with pupils, staff appraisal and CPD.
- To support mainstream teachers with effective planning and assessment of SEND children.
- To liaise with parents and other agencies, such as the medical profession, social workers, speech and language therapists, occupational therapists and educational psychologists.
- To develop and implement the school's action plan for Inclusion, in line with the school policies and development plan. To work flexibly within the Inclusion team to further develop the school's ethos.

All teachers are required to undertake the duties of School Teachers as set out in the School Teachers' Pay and Conditions Document, having due regard to the National Curriculum, the School's aims, objectives, schemes of work and policies of the Governing body. All Teachers will be expected to support and develop basic skills in literacy and numeracy across the school.

RESPONSIBILITIES

Sustained responsibility for delivering high quality teaching and learning

- To manage and oversee all additional support given to SEND, EAL, More Able and children who have been identified as vulnerable.
- To ensure that the special educational needs of individual children are met within an inclusive environment that allows them access to the National Curriculum in accordance with the provisions of the Special Educational Needs Code of Practice and Disability Discrimination Act.
- To share good practice and help staff with planning to meet the needs of individual children
- To work within classrooms, supporting teachers and support staff to develop teaching strategies, approaches, specialist materials and resources to support pupils with additional needs.
- To regularly plan with school staff and other agencies to advise on specific strategies and specialist equipment for individual pupils.
- To assess, report on and recommend access arrangements in tests and examinations as appropriate to pupils' individual needs.
- To monitor and evaluate pupil progress and report to the Headteacher and Governing Body.
- To organise annual reviews for all pupils with EHCPs.
- To organise termly reviews and coordinate support for pupils who have an EHCP.
- To support Class Teachers with the writing of annual reports to parents for pupils with SEN

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and additional needs.

- To liaise with and consult professional colleagues.
- In discussion and through audit to identify and support the implementation of development needs.
- To carry out detailed assessments, monitoring, specialist teaching and programme planning for identified pupils.
- To ensure that feedback from lesson observations, work scrutiny and analysis of assessment data is appropriately reflected in teacher planning.
- To know and make available for others NC requirements and assessing, recording and reporting requirements.
- To establish short/medium term plans for SEND Pupils.
- To develop a strategic plan in line with other school priorities (provision mapping).
- To act as a point of reference in school for all relevant matters regarding SEND.

Own teaching and assessment

- To consistently teach good or better lessons across the curriculum
- To be a consistent model of effective practice through day to day presentation/content of books, learning environment, high visibility across the whole school and through specific tasks such as demonstration lessons and shared planning
- To use specialist teaching skills with pupils in a range of different group, including, 1:1 and small group basis etc, as agreed with SLT

Administration, organisation and management

- To line manage the LSA team and be their Performance Management Reviewer.
- To coordinate the activities of visiting professionals e.g. counsellor, Speech & Language Therapist.
- To manage the SEND budget.
- To organise the purchase, storage and management of resources.
- To lead the process of applying for Statutory Assessment of pupils.
- To produce records and reports as requested by the Headteacher or the Governing Body.
- To monitor and maintain records of teaching, meetings, planning and pupil progress
- To lead meetings which relate to SEND and inclusion matters.
- To assist with recruitment, appointment and induction of new members of staff.
Demonstrate the capacity to establish and maintain an effective team through negotiation, positive relationships, effective communication, appropriate delegation and monitoring of outcomes.

Working with external agencies

- Networking with LA services and other agencies who are committed to assisting with the learning needs of children with SEND.

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- Developing initiatives to outreach to the community.
- Networking with other schools in Newham and other Boroughs to share best practice.

Training, research and development

- To maintain professional awareness of current research and thinking on good practice in the education of children with SEND and additional needs.
- To maintain a professional awareness of the published resources available for use with pupils.
- To lead weekly meetings with LSAs to help them further develop their roles within the classroom.
- To plan and deliver training for colleagues to promote inclusive practices and to aid the effective teaching of pupils with additional needs.
- To support student teachers and NQTs in the development of their knowledge and skills related to SEND and additional needs.
- To contribute to the development and production of specialist resources for use with pupils with additional needs.

Exercise of professional skills and judgement

- To interpret and oversee data entry.
- To communicate effectively with parents, governors and external agencies. To take responsibility for your own professional development.
- To inform decision making by research and appropriate consultation.
- To support other post holders/school managers in professional duties.
- Flexibility in adapting strategies to the needs of others.
- Drawing critically on ideas and experience in the wider community and adapt to needs of school.
- To analyse and interpret relevant national, local and school data to inform school policy.
- To represent the school at local meetings.
- To lead/contribute to whole school quality assurance tasks such as monitoring, SEF etc. To join local and national working parties.
- To lead in LA/national projects.

Additional specific responsibilities

- To be a deputy designated safeguard lead, with a particular focus on SEND pupils.

These are intended to be a guide to the range and level of work expected of the post-holder. It is not an exhaustive list of all tasks that may fall to the post-holder and employees will be expected to carry out such reasonable duties, which may be required from time to time.

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SECTION B – PERSON SPECIFICATION

<p>QUALIFICATIONS:</p>	<p>a) DfES Qualified Teacher Status (essential)</p> <p>b) Evidence of recent and relevant in service training (essential)</p> <p>c) SEND (qualifications here give access to 1 SEN point.). (essential)</p>
<p>EXPERIENCE: Application form/interview</p> <p>PERSONAL STYLE AND BEHAVIOUR: Application form/interview</p>	<p>a) Experience of working in an inner city multicultural community (desirable)</p> <p>b) Minimum of 3 years' experience working in a Primary School (essential)</p> <p>c) Is able to demonstrate experience of successful leadership (essential)</p> <p>d) Is able to demonstrate successful experience of management (essential)</p> <p>e) Able to demonstrate successful experience of educating a variety of pupils with Special Needs (essential)</p> <p>f) Able to demonstrate experience of dealing sympathetically and constructively with parents and the community (essential)</p> <p>a) Is able to set and meet realistic targets for self and others (essential)</p> <p>b) Is able to appraise own performance critically and meet changes accordingly (essential)</p> <p>c) Is able to manage stressful situations and withstand pressures and ongoing challenges (essential)</p> <p>d) Is able to lead by example and draw upon own resources to problem solve (essential)</p>

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<p>KNOWLEDGE AND UNDERSTANDING:</p> <p>Application form/interview</p>	<p>a) Sound knowledge of primary and early years curriculum (essential)</p> <p>b) Up to date knowledge and implementation of effective teaching and learning strategies including assessment for learning (essential)</p>
<p>EQUAL OPPORTUNITIES:</p>	<p>a) Has understanding of and a commitment to the promotion of equal opportunities (essential)</p>

<p>Application form/interview</p>	<p>b) Has commitment to the inclusion of all pupils into mainstream education (essential)</p> <p>c) Has understanding of and commitment to EMA (Ethnic Minority Achievement) (essential)</p>
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