

# JOB DESCRIPTION SENCO



**Name:**

**Salary Scale:**

MPS/UPS plus SEN allowance (if qualified) depending on experience

**Responsible to:**

Deputy Head Teacher  
Headteacher  
Governing Body

## Professional Duties

In addition to carrying out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions document in accordance with the:

- National Standards for Qualified Teachers
- National Curriculum
- School's aims, objectives, key priorities, core values and schemes of work
- Policies of the Governing Body.

## The SENCo for South Grove Primary School role is:

**To lead, develop and support effective practice for pupils with particular learning needs to ensure their learning needs are addressed in the most effective way and, where appropriate, they are able to make rapid progress in line with the school's expectations and national outcomes.**

## Key Responsibilities:

### Strategic direction of SEND provision:

- Play a leading role in maintaining and developing the whole school's culture and ethos of inclusion
- Contribute to the strategic development of the school through membership on the Leadership team
- Strategic direction and development of SEND including the school's Special Resourced Provision for Autistic and Globally delayed pupils
- To monitor, review and revise the SEN and Inclusion Policy and School Offer annually and ensure it is in line with the SEN Code of Practice and any new legislation
- Ensure that the objectives of the Inclusion and SEND Policies are reflected in the School Improvement Plan
- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning and additional interventions
- Monitor the quality of support for pupils with SEND by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed to maximise impact of teaching and learning activities on the progress made by pupils
- Liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure the continuity of educational provision for pupils with SEND
- Actively analyse and interpret data from the school, local data and national data
- Advise the Leadership Team on how to maximise achievement for SEND pupils
- Liaise with all appropriate stakeholders in the school
- Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately
- Support the development of high achieving classrooms which supports and fosters the achievement of pupils with additional learning needs
- Provide strategies to support pupils with all needs to meet the school's aspirational expectations in the area of behaviour for learning
- To line manage the Inclusion Team including Teaching Assistants and Senior Inclusion Assistants
- Up-to-date knowledge of national and local initiatives which may impact upon policy and practice
- To contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines

## Outcomes and Activities

### Leading Inclusion of SEND pupils- impact on educational progress

- Develop strategies to ensure early identification of pupils with additional needs in accordance with the SEND Code of Practice, including using a range of assessment tools
- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEND
- To monitor the achievements, welfare and discipline of pupils, and to follow up the progress reviews, liaising with relevant staff and parents when appropriate
- Develop systems for colleagues to monitor and record progress made by pupils and with SEND towards the achievement of targets set in targets and support plans
- Define intervention strategies to address identified development issues
- Evaluate and report on the effectiveness of intervention strategies used to address identified issues
- Support colleagues to help ensure that agreed pupil progress target levels within the school are achieved or exceeded
- Support teachers in differentiated planning appropriate strategies to achieve pupils' progress, target levels and objectives
- Monitor the objectives and targets for pupils with SEND or specific behavioural needs and promote the importance of raising their achievement
- Review targets and support plans with parents, pupils, teachers and agree and communicate new targets
- Ensure that all pupils achieve at chronological age level, or if well below, level, make significant and continuing progress towards achieving relevant levels i.e Engagement Model/Steps progress
- Have a clear understanding of key trends in pupil data and areas for improvement. Ensure strategies and resources are in place to enable these priorities to be met
- Oversee and monitor the quality of Learning Plans, PEPs or pastoral support plans and maintain detailed information for subsequent meetings with parents and/or evidence for external agency involvement
- Support the Head Teacher in meeting statutory responsibilities for EHCP and their Annual Review
- Lead the Annual Review meetings for pupils with EHCPs ensure statutory responsibilities are fulfilled
- To liaise with local authorities, feeder schools particularly regarding transition, external agencies such as Educational Psychologists, Speech and Language Therapists, Counsellor etc to ensure services are used to maximise support for pupils and their families
- To co-ordinate the application for and of special arrangements in external examinations in conjunction with relevant staff
- Update the SEN/Inclusion Register termly, working with Phase Leaders and Year Teams to ensure all pupils are identified and progress is being made
- Provide opportunities for observation of colleagues/visits to other schools in order to share best practice
- Support developments and initiatives to improve standards in English and Mathematics as well as access to the wider curriculum
- Encourage pupils' motivation and enthusiasm in the school, and develop positive responses to challenges and high expectations
- Work alongside colleagues to support with various processes such as, safeguarding procedures
- Support the school in carrying out the school's Safeguarding procedures

### Health and Wellbeing

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of well-being of children and young people
- Know the local arrangements concerning the safeguarding of children
- Know how to identify potential child abuse or neglect and follow safeguarding procedures
- Know how to identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues
- To be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and Working Together in relation to child protection and safeguarding children as this applies to the worker's role within the organisation
- to ensure that the worker's line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection

### Leading, developing and enhancing the Teaching and Learning of others

- Provide exemplary class teaching and be a powerful role model, demonstrating clear vision when planning, promoting and evaluating pupils' achievement
- Teach engaging and effective lessons that motivate, inspire and transform pupil attainment
- Identify and lead support groups according to pupils needs across the school where a need has been identified
- Through knowledgeable leadership, inspire, motivate and influence staff in Inclusion
- To lead the team and be instrumental in planning for continual improvement and to make a contribution to the evaluation of the work of Inclusion, including overall responsibility for the Special Resourced Provision
- Develop proformas for essential repetitive paperwork, in order to create an administrative infrastructure as part of an effective communications system

- Influence whole school teaching and learning policy, Inclusion and SEND Policy, Disability Scheme, Equality Policy, to ensure aspects of inclusive teaching are embedded, ensuring this is dynamic in developing inclusion with consistency throughout the school. Policy reviews will be undertaken through consultation with colleagues and adoption by the Governing Body
- Disseminate procedural information such as recommendations of the code of practice or the schools own SEND and Inclusion Policies
- Provide regular information to the Head Teacher, Governing Body on the evaluation of the effectiveness of provision for all pupils with SEND to inform decision-making and policy review
- Support developments and initiatives to improve standards in English and Mathematics as well as access to the wider curriculum
- Monitor and evaluate the planning of other teachers and provide constructive developmental feedback on a regular basis
- Observe colleagues teaching and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement
- Set clear expectations and targets for staff and pupils in relation to standards, quality of teaching and learning and assessment
- Ensure that feedback from lesson observations, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning
- Use regular, measurable and significant assessments to monitor progress and set challenging targets
- Coordinate and monitor the deployment of support staff and other adults to ensure their effective contribution to pupils' learning, in discussion with the Deputy Head Teacher and Head Teacher

#### **Accountability for leading, managing and developing inclusion of pupils' development across the curriculum**

- Ensure personal expertise and subject knowledge is strong by keeping up to date with local and national initiatives, research and development
- Coordinate strategies to achieve relevant school improvement priorities that have been identified in the school
- Sustain continuous professional development and support teaching and learning in the subject in a variety of ways which may include:
  - Leading INSET, or workshops, according to school priorities
  - Working alongside teachers and support staff in the classroom
  - Modelling inclusive lessons
  - Use and demonstrate adaptive teaching methodology consistently across the school
- Evaluate and report on the effectiveness of practice in the school annually, suggesting areas and issues for further development, as shown in Action Plans and the School Improvement Plan
- Lead professional development in the school through example, and lead, support and coordinate the provision of high quality professional development for all staff
- Built effective partnerships with parents, governors and other community groups which help to raise standards of achievement
- To keep up to date the school's provision map and work alongside the Head Teacher and Finance Officer to review the budget for Inclusion regularly
- Use financial and resource management innovatively and effectively in accordance with financial regulations of the Local Authority
- To keep self and colleagues apprised of current legislation and other legal requirements appertaining to Inclusion Manager roles and responsibilities
- To keep up-to-date of local and national developments through attendance at CPD training, Inclusion Managers networking meetings both local and national, and through consultation with relevant inspectors/consultants
- Keep the Leadership Team apprised of all relevant developments and issues and advise as necessary

#### **Efficient and effective deployment of staff and resources**

- Provide advice to Head Teacher/SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND and inclusion
- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school

#### **Performance Management Team Leader**

- Ensuring that performance management arrangements are effectively discharged and monitor the effectiveness and impact of performance management arrangements within a key stage (subject to the performance management policy)
- Monitor and evaluate the contribution and impact of other staff to school improvement across key stages
- Provide quality assurance monitoring and intervention as agreed
- Identify staff development needs and co-ordinate these with those responsible for CPD in the school
- Plan the deployment of staff expertise to achieve school improvement objectives

**Ethos and Culture**

- To provide leadership in promoting an ethos and culture within the school that is in line with achieving the aims of the school
- To facilitate, within the whole school, behaviours that support and contribute towards developing the values of the school
- Undertake such other duties that may be required from time to time be reasonably determined by the Head Teacher
- This job description will be reviewed regularly and may be subject to modification and amendment after consultation

**Upper Pay Scale Teachers**

Teachers on the upper pay scale can be expected to make a significant and sustained impact to whole school development in line with the statutory requirement to meet threshold standards.

In particular, teachers will:

- Provide a role model for professional practice in the school
- Make a distinctive contribution to the school
- Contribute effectively to the wider team

**Administration**

- To have access and use SIMs when required, School's Data Base System, 'B' Squared and any other programs which enable the SENCo role to be carried out

**Other**

- Undertake other various responsibilities as directed by the Head Teacher
- Undertake the main professional duties of a SENCo as set out in the schools pay and conditions of service document

**Signed by SENCo:**

**Date:**

**Signed by Head Teacher:**

**Date:**