

## **JOB DESCRIPTION**

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| Job Title:        | Special Educational Needs Coordinator (SENCo)  |
| Contract:         | Permanent  |
| Disclosure Level: | Disclosure Barring Service – Enhanced Certificate  |
| Responsible to:   | Headteacher  |
| Liaison with:     | Senior Leadership Team, Teaching and support staff, School Improvement Team<br>ATLP leaders, Parents/Carers/Advocates, External Stakeholders |

### **Job Purpose:**

Strategic development of the school's Special Educational Needs (SEND) provision and oversight of the day-to-day operation of that policy with the aim of raising SEND pupil achievement.

### **Key Responsibilities**

- Promote and safeguard the welfare of young people in line with procedures and policies
- To promote the agreed vision and aims of the school and The Arthur Terry Learning Partnership (ATLP)
- To set an example of integrity and professionalism
- Ensure provision is in place to ensure that progress of pupils with SEND improves relative to those without SEND
- Ensure that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs
- Interpret and advise on relevant procedures, regulations, and legislation to inform best practice in school
- To ensure data is managed effectively and proactively and in adherence with legislation including GDPR, school and ATLP policies
- Develop all staff in understanding and responding to the needs of SEND pupils
- Monitor progress for pupils with SEND to ensure this is in line with national, school and ATLP expectations, and create a strategy where the predicted progress shows this may be below target
- Analyse and interpret relevant school, local and national data and create a strategic plan for SEND improvement
- Liaise with staff, parents, carers, external agencies, and other stakeholders to co-ordinate their contribution, provide maximum support and ensure continuity of provision
- Work with inclusion leaders/teams across the ATLP and other relevant groups/consortiums, sharing knowledge and expertise
- To prepare for and attend regular appraisal and line management meetings
- To ensure all tasks are carried out with due regard to Health and Safety

## **Teaching & Learning**

- Support the identification of and disseminate the most effective teaching approaches/strategies for pupils with SEND
- Work with staff to develop effective ways of bridging barriers to learning through: - assessment of needs - monitoring of teaching quality and pupil achievement - target setting - IEPs, or Provision Maps, PSP, CAF
- Ensure accurate records are maintained in line with school, ATLP and legislative policy
- Collect and interpret specialist assessment data to inform practice
- Support day-to-day co-ordination of SEND pupils' provisions through close liaison with staff, parents, and external agencies
- Work with head teachers, teachers, phase leaders and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils
- To support the delivery of an appropriately broad, balanced, relevant, and differentiated curriculum for students and a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
- To continue personal development in the relevant areas including SEND subject knowledge and teaching methods
- To maintain appropriate records and to provide relevant accurate and up to-date information for E Portal, registers, etc.
- To complete the relevant documentation to assist in the tracking of students
- To take part in staff development by participating in arrangements for further training and professional development as well as contributing to staff development through leading appropriate training and workshops.
- To work as a member of the team and to contribute positively to effective working relations within the Trust.

## **Communication**

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and co-operate with persons or bodies outside the school
- To follow agreed policies for communications in the school

## **Student Support**

- To promote the general progress and well-being of students with due regard to safeguarding, reporting any concerns in line with the school's procedures and protocols
- To liaise with members of the school support team to ensure the implementation of the school support system

- To evaluate and monitor the progress of student and keep up-to-date student records as required
- To communicate, as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To apply the behaviour management systems so that effective learning can take place

### **Conditions of Employment**

The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory Orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for assessment, planning and preparation).

### **Staffing**

- To monitor and maintain standards of performance through line management of staff including staff in adherence with ATLP policies and procedures.
- To create a learning and development plan for the team.
- To demonstrate a positive working style with a committed and flexible attitude.
- Promote the importance and benefits of effective team working and well-being.
- To work closely with the HR team to proactively manage and mitigate any staffing issues.
- To carry out annual appraisals and performance reviews of those you line manage.
- Ensure that all members of the team show due diligence in carrying out their duties and responsibilities.

### **Safeguarding and Data Protection**

- Work within the requirements of Data Protection legislation at all times.
- Understand your responsibilities in relation to Safeguarding and child protection and how to highlight any issue or raise any concerns.
- Remain vigilant to ensure all students are protected from potential harm by following safeguarding and child protection policies and protocols.
- Embed a safeguarding culture within the team, ensuring they follow safeguarding procedures.

### **Additional conditions**

- Create and maintain positive and supportive relationships with staff, parents, business, community, and all stakeholders.
  - The post-holder will be expected to undertake any appropriate training provided by ATLP to assist them in carrying out any of the above duties.
  - The post-holder will be required to promote, monitor, and maintain health, safety, and security in the workplace. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
  - To undertake appropriate professional development including adhering to the principle of performance management.
  - To promote the vision and aims of the Trust.
  - To set an example of personal integrity and professionalism as outlined in the Staff Code of Conduct.
  - To attend meetings, training days and CPD sessions.
  - To be an effective team player and support the functions of the ATLP.
  - Observance of Equal Opportunities, Confidentiality, Health and Safety Policies and Internet Code of Practice.
  - Observance of complete confidentiality on all school information is required and any failure so to do may be regarded as gross misconduct in terms of the Disciplinary Policy.
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- To take responsibility for becoming familiar with academy policies and abide by them.

An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order.

<https://www.gov.uk/government/collections/dbsfiltering-guidance>

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out.

**Person Specification: SENCo**

**Method of Assessment (MOA) – AF – application form I – interview T – test**

| CRITERIA                              | Essential criteria   | Desirable criteria   | M.O.A.   |
|---------------------------------------|--|--|----------|
| <b>EDUCATION &amp; QUALIFICATIONS</b> | <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Hold the postgraduate qualification, 'The National Award in Special Educational Needs Coordination'</li> </ul>  | <ul style="list-style-type: none"> <li>• Evidence of continuous professional development with particular reference to Special Educational Needs and Disability</li> </ul>  | AF/Certs |
| <b>EXPERIENCE</b>                     | <ul style="list-style-type: none"> <li>• Proven track record of securing improvement for pupils with SEND</li> <li>• Successful experience of SEND teaching in a school</li> <li>• Use of data to improve learning and promote achievement</li> <li>• Experience of identifying, providing, monitoring and evaluating teaching strategies for pupils with known barriers to learning</li> <li>• Experience of setting targets and monitoring and evaluating and recording progress</li> <li>• Can evidence high standard of teaching skills and classroom practice</li> <li>• Understanding of SEND categories</li> <li>• Awareness of the statutory requirements of the Code of Practice</li> <li>• Make consistent judgements based on careful analysis of available evidence</li> <li>• Experience of partnership working (including parents)</li> <li>• Experience of working with external providers to enhance curriculum delivery and pastoral care for students</li> </ul> | <ul style="list-style-type: none"> <li>• Experience of teaching other teachers</li> <li>• Exam concessions application process</li> <li>• Experience of leadership and management in the area of SEND</li> <li>• Successful experience of leading a significant</li> <li>• 'new initiative'</li> </ul> | AF/I/T   |
| <b>SKILLS AND ABILITIES</b>           | <ul style="list-style-type: none"> <li>• Able to recognise and respond to the needs of pupils with learning needs</li> <li>• Excellent planning, prioritising and organisational skills and the ability</li> </ul>   | <ul style="list-style-type: none"> <li>• Excellent presentation skills with the ability to lead training</li> <li>• The ability to chair meetings effectively and delegate</li> </ul>  | AF/I/T   |

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|                                      | <p>to complete administrative tasks accurately and efficiently</p> <ul style="list-style-type: none"> <li>• Excellent oral and written communication skills</li> <li>• Good influencing and negotiating skills and the ability to diffuse situations</li> <li>• Ability to set clear expectations, to demand high standards and hold others to account</li> <li>• Advise and motivate staff with SEND initiatives</li> <li>• Clearly present a wide range of specialised information to both educationalists and non-educationalists</li> <li>• Ability to work across multiple settings, balancing multiple priorities.</li> <li>• Ability to work independently and as part of a team</li> <li>• ICT competency</li> </ul> |  |      |
| <b>TRAINING</b>                      | <ul style="list-style-type: none"> <li>• Willingness to participate in further training and development opportunities offered by the school/Partnership</li> </ul>   |  | AF/I |
| <b>KNOWLEDGE &amp; UNDERSTANDING</b> | <ul style="list-style-type: none"> <li>• Awareness of the SEND Code of Practice and related policies and procedures.</li> <li>• Awareness of the Education Health and Care Needs Assessment process and the evidence needed</li> <li>• Knowledge and understanding of the range of complex needs experienced by children who find it challenging to access the normal school curriculum</li> <li>• Current knowledge of curriculum and assessment</li> </ul>   | <ul style="list-style-type: none"> <li>• Knowledge and awareness of national and regional education</li> <li>• Awareness of: - the funding support mechanism for SEND - the roles and responsibilities of educational psychologists and of learning and behaviour specialists</li> </ul> | AF/I |
| <b>OTHER REQUIREMENTS</b>            | <ul style="list-style-type: none"> <li>• Committed to and able to promote the aims of the school and the values of the school and the Trust</li> </ul>   |  | AF/I |

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| <b>CONTRA<br/>INDICATION</b> | <ul style="list-style-type: none"> <li>Positive Disclosure relating to young people or vulnerable adults</li> </ul> |  | AF/I |