

Job description

1.0 JOB TITLE SENCO

2.0 JOB PURPOSE

The SENDCO's fundamental task is to support the Head of School in ensuring that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils.

To contribute to the school's strategic move forward as a member of the Senior Management Team and lead as an excellent role model in all the professional duties expected as a teacher.

Four key areas:

1. Strategic direction and development of SEND provision in the school
2. Teaching and learning
3. Leading and managing staff
4. Efficient and effective deployment of staff and resources

Areas of responsibility

1. Strategic direction and development of SEND provision in the school

The SENDCO co-ordinates, with the support of the Head of School within the context of the school's aims and policies, the development and implementation of the SEND policy in order to raise achievement and improve the quality of education provided.

Key tasks include:

- 1.1 Strategic development of SEND policy/provision
- 1.2 Support staff in understanding the needs of SEND pupils
- 1.3 Ensure objectives to develop SEND are reflected in the school development plan
- 1.4 Monitor progress of SEND pupils
- 1.5 Evaluate effectiveness of teaching and learning
- 1.6 Analyse and interpret relevant school, local and national data
- 1.7 Liaise with staff, parents and external agencies and other schools to co-ordinate their consultation

2. Teaching and Learning

The SENDCO seeks to develop, with the support of the Head of School and colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

Key tasks include:

2.1 Identifying and adopting the most effective teaching approaches for pupils with SEND

2.2 Monitoring teaching and learning activities to meet the needs of pupils with SEND through:

2.2a Monitoring of teaching quality and pupil achievement

2.2b Target setting, including IEPs and provision maps

2.2c Developing a recording system for progress

2.3 Identifying and teaching study skills that will develop pupils' ability to work independently

2.4 Liaising with other schools to ensure continuity of support and learning when transferring pupils with SEND

2.5 Undertaking day to day co-ordination of SEND pupils' provisions through close liaison with staff, parents and external agencies

2.6 Teaching of groups of pupils

3. Leading and managing staff

The SENDCO supports staff who are involved in working with pupils with SEND by ensuring all those involved have the information necessary to secure improvements in teaching and learning and sustain staff motivation.

Key tasks include:

3.1 Ensuring all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND

3.2 Contributing to the professional development of staff, including whole-school CPD provision

3.3 Providing regular information to the Head of School and Governing Body on the evaluation and impact of SEND provision

3.4 Professional growth leader for staff including those with a SEN responsibility

Key tasks include:

- 3.5 Attending PPA sessions
- 3.6 Advising and supporting staff with planning
- 3.7 Leading pupil progress meetings
- 3.8 Meeting and discussing issues with parents

4. Efficient and effective deployment of staff and resources

The SENDCO identifies, with the support of the Head of School and Governing Body, appropriate resources to support the teaching of pupils with SEND and monitor their use in terms of efficiency, effectiveness and safety.

Key tasks include:

- 4.1 Identifying resources needed to meet the needs of pupils with SEND and
- 4.2 Advise the Head of School of priorities for expenditure
- 4.3 Advising the Head of School and Governing Body on the efficient and effective deployment of staff
- 4.4 Maintaining and developing a range of resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies

Any other duties requested by the Head of School commensurate with the post and grade.

Person Specification

SENCO

Criteria:	E = Essential D = Desirable
------------------	--

Criteria	Experience
E	Experience of working as a middle or senior leader in a primary school.
E	Evidence of being an excellent classroom practitioner in a primary school.
E	Evidence showing an interest in pupils with special needs.
E	Experience of working with pupils with special needs and other key groups of pupils (e.g. EAL, Gifted and Talented, Looked After or those on the Child Protection Register).
E	Knowledge of working with outside agencies.
E	Experience, or interest, in delivering training for others.
E	Experience observing and feeding back to colleagues.
E	Experience and understanding of issues of inclusion in a mainstream school.
D	Experience of being a designated safeguarding lead.
D	Experience of being a class teacher in more than one phase.

Criteria	Qualifications & Training
E	Qualified Teacher Status.
E	Recent, relevant in-service training – particularly in relation to inclusion and safeguarding.
E	Working knowledge of the SEN code of practice.
D	SENDCO qualification.

Criteria	Skills
E	Able to lead on the identification of pupils' needs and act upon them in order to raise standards.
E	Able to effectively manage pupils' behaviour in a positive manner with consistent clear boundaries following the school's behaviour management policy.

E	Able to make an imaginative and useful contribution to the Senior Leadership Team.
E	Support staff to enable pupils with identified additional needs to make significant progress.
E	Good communication and interpersonal skills – able to talk effectively to children, parents, governors, external professionals and colleagues.
E	To make a significant contribution to the school raising the standards of achievement.
E	To know and understand the range of sources of evidence to make judgements and identify next steps (e.g. Analyse school performance (ASP), Lessons Observations, work scrutinising).
E	Confident in the use of ICT.
E	Promote an ethos conducive to good relationships whilst maintaining high standards of behaviour.
E	Persevere with optimism in the face of difficulties and challenges, seeing possibilities and opportunities in challenging situations.

Criteria	Personal Qualities & Attributes
E	Well organised.
E	Calm and positive.
E	Dynamic with strong leadership qualities.
E	Dependable and reliable, with a good record of attendance.
E	Flexible approach and an ability to respond to changes in circumstances effectively.
E	High level of written and oral communication skills.
E	A commitment to work together with all stakeholders including the wider community.
E	Satisfactory enhanced DBS/CRB check and references.
E	Able to manage the paperwork involved in SEND procedures.

Parkfield Community School is part of Excelsior Multi Academy Trust (MAT) and is a unique, innovative and friendly school, where all staff are valued and supported in their personal and professional development within a nurturing environment. We actively promote the Equality Act and will expect all applicants to demonstrate their commitment to equality in order to improve outcomes for all children who attend the school.

Applicants will also be required to demonstrate their suitability to work with children, including motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behavior and attitudes to the use of authority and maintenance of discipline.

Job description issued:

Head Teacher

Postholder

Date: