

St John's C of E VA First School



**Together, we will give our children the
'ROOTS TO GROW' and the 'WINGS TO FLY.'**

JOB DESCRIPTION SENCO

REPORTS TO: HEADTEACHER, DEPUTY HEADTEACHER

SALARY RANGE: TEACHERS' PAY SCALE + SEN ALLOWANCE

Job Purpose:

With the support of the Headteacher and Governing Body;

- To take responsibility for the day-to-day management of provision for all pupils with SEND and medical needs. To provide professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils. To demonstrate commitment and aspiration to St John's being 'an inclusive school' where every child will make at least good progress.
- To line-manage all SEND learning support staff, overseeing their performance management.
- To be a member of the Senior Leadership Team (SLT). This will entail deputising for the Headteacher/Deputy Headteacher when required and other leadership duties, as required. This may include (but is not limited to);
 - taking a role in lunchtime management of the school;
 - being the designated SLT member on site for the school's Wraparound Care provision as part of a rota;
 - supporting the Performance Management of Teachers.
- The job description is in addition to the standard teacher's job description for the school.
- **Safeguarding is everyone's responsibility**

Have Knowledge and Understanding of:

- The characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of pupil achievement and promoting their spiritual, moral, social and cultural development and their good behaviour, and how those strategies can be used to support pupils with SEND and / or medical needs;
- How information and communication technology can be used to help pupils gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching pupils with SEND;
- Relevant research, national inspection evidence and legislation, including the SEND Code of Practice and equal opportunities legislation and how these apply to pupils with Educational Health Care Plans (EHCP) as well as those without;
- The local offer in Somerset and how the SEND Code of Practice is interpreted locally.
- The requirements to communicate information effectively to LAs, external agencies, parents and other schools on transfer;
- How to contribute to the professional development of other staff in relation to pupils with SEND; including how to recognise and deal with stereotyping in relation to disability or race;
- The purpose of individual education plans, including leading their formulation and planning their implementation and review.

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Responsibilities and Duties:

Planning and Setting Expectations:

- Analyse and interpret relevant national, local and schools data plus research and inspection evidence to inform the SEND policy, practices, expectations, targets and teaching methods.
- Work with pupils, subject leaders and class teachers to ensure that realistic expectations of behaviour and achievement are set for pupils with SEND

Teaching and Managing Pupil Learning:

- Identify and disseminate the most effective teaching approaches for pupils with SEND.
- Monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of pupils with SEND and / or medical needs.
- Support the development of improvements in English, Maths and information and communication technology skills, as well as access to wider curriculum. Identify and develop study skills to support pupils in their ability to work independently and learn more effectively.
- Lead and develop effective liaison between schools to ensure there is good continuity in terms of support and progression in learning when pupils with SEND transfer.

Assessment and Evaluation:

- Collect and interpret specialist assessment data gathered on pupils and use it to inform practice.
- Devise, implement and evaluate systems for identifying, assessing and reviewing pupils' SEND in relation to the school's SEND policy and in line with statutory guidance.
- Provide regular information to the Headteacher and Governing Body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision making and policy review.

Pupil Achievement:

- Support staff in understanding the learning needs of pupils with SEND and the importance of raising their achievement.
- Monitor the progress made in setting objectives and targets for pupils with SEND and / or medical needs, assist in the evaluation of and the effectiveness of teaching and learning and use the analysis to guide further improvement.
- Ensure the establishment of opportunities for themselves, learning support assistants and other teachers to review the needs, progress and targets of pupils with SEND.

Relations with Parents and Wider Community:

- Develop and maintain effective partnerships between parents and the school's staff so as to promote pupils' learning; ensure effective communication to parents about targets, achievements and progress.
- Develop effective liaison with external agencies in order to provide maximum support for pupils with SEND
- Work closely with Alternative Provision providers and the Frome Learning Partnership, to provide appropriate provision for pupils with SEND and / or medical needs.

Managing Own Performance and Development:

- Chair reviews and meetings effectively.
- Judge when to make decisions and when to consult with others including external agencies.
- Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues.
- Take responsibility for their own professional development.

Managing and Developing Staff and other Adults:

- Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND.
- Advise, contribute to and, where appropriate, co-ordinate and lead the professional development of staff to increase their effectiveness in responding to pupils with SEND

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- Provide support and training to trainee and newly qualified teachers in relation to pupils with SEND, understanding their needs and importance of raising their achievement.
- Support staff by ensuring that all those involved have the information necessary to secure improvements in teaching and learning, disseminating good practice in SEND across the school.
- Support staff in developing pupils' understandings of the duties, opportunities, responsibilities and rights of citizens.
- Support staff in developing constructive working relationships and line manage SEND TAs.

Managing Resources:

- Establish staff and resource requirements to meet the needs of pupils with SEND, advise the Headteacher, Leadership Team and Governing Body of likely priorities for expenditure and allocate resources made available with maximum efficiency to meet the objectives of the school and SEND policies to maximise pupils' achievements and to ensure value for money.
- Deploy, or advise the Headteacher on the deployment of staff involved in working with pupils with SEND to ensure the most efficient use of teaching and other expertise.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.
- Ensure that requests for Educational Health Care Plans are made promptly, where required, to ensure that appropriate High Needs Funding is obtained for pupils who require significant support.

Strategic Leadership:

- As a member of the leadership Team, contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
- Ensure the objectives of the SEND policy are reflected in the school improvement plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed.
- Ensure the school's SEN register is up to date and that all stakeholders are fully informed about support programmes in place / planned.
- Advise on the graduated response to providing SEN support, as required.
- Set standards and provide examples of best practice for other teachers in identifying, assessing and meeting pupils' SEND.
- Participate in staff training and staff meetings, and lead such sessions where appropriate.
- Undertake the role of Deputy Designated Safeguarding Lead, if required.
- Undertake the role of Designated Lead for Looked After Children, if required.
- Contribute to the development of SEND within the Frome Learning Partnership, drawing on best practice.
- Carrying out management tasks as directed by the Headteacher.

Signed _____ (Teacher) Signed _____ (Headteacher)

Dated:

This job description will be reviewed at least once per year and may be subject to amendment or modification at any time, in consultation with the postholder.

PERSON SPECIFICATION

Post Title: SENCO

Specification	Essential	Desirable
Qualifications and Experience		
Qualified Teacher Status in UK	X	
The National Award for Special Educational Needs Co-ordination	X	
Designated Safeguarding Lead qualification or a willingness to undertake it.	X	
Teaching in Key Stage 1 and 2		X
Experience of working with and supporting primary age pupils with SEND	X	
Experience of liaising with external agencies	X	
Experience of leading multi professional meetings with parents	X	
Experience of leading teams in an educational setting	X	
Experience of budget management including SEN funding		X
Experience of supporting and developing teachers	X	
Experience of target setting and leading performance management		X
Knowledge and Understanding		
Strong knowledge of the SEN Code of Practice, including EHCP process	X	
Strong knowledge of assessment including those relating to SEND	X	
Clear understanding of how to raise standards for SEN pupils, and those with EAL	X	
Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills	X	
Good understanding of factors promoting effective transfer of learners from one phase to the next	X	
Good understanding of the principles behind school improvement work		X
Knowledge of using performance data to improve outcomes	X	
Clear understanding of how to track pupil progress against desired outcomes	X	
An understanding of effective collective worship in a church school context		X
Excellent knowledge of welfare, health and safety and safeguarding requirements	X	
A good understanding of the role of external agencies	X	
Professional Skills and Attributes		
Proven track record of excellent teaching	X	
Ability to use initiative and work with minimal supervision	X	
Proven track record of mentoring and coaching of staff		X
The ability to conduct lesson observations and provide developmental feedback		X
Ability to guide, support, advise and motivate other members of staff	X	
Commitment to continuing professional development	X	
Personal Qualities		
Good communication and presentation skills, both oral and written	X	
An approachable person with good interpersonal skills	X	
Demonstrates empathy and sensitivity		
Willingness to address challenging issues with clarity of purpose and diplomacy	X	
Willingness to share expertise, skills and knowledge	X	
Good IT skills, including as an integral part of teaching		X
A commitment to uphold the Christian ethos and values of the school	X	
A reflective practitioner	X	
Commitment to children's wellbeing and safety	X	

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