

## Job Description

### **CORE PURPOSE**

The SENCO, under the direction of trust and academy leaders, will:

Deliver the strategic development of SEND policy and provision

Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND

Provide professional guidance to colleagues, working closely with staff, parents and other agencies

### **Strategic development of SEND policy and provision**

Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.

Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability.

Make sure the SEND policy is put into practice and its objectives are reflected in the school improvement plan

Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice

Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

### **Operation of the SEND policy and co-ordination of provision**

Maintain an accurate SEND register and provision map

Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support

Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment

Be aware of the provision in the local offer

Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies

Be a key point of contact for external agencies, especially the local authority (LA)

Analyse assessment data for pupils with SEN or a disability

Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness

### **Support for pupils with SEN or a disability**

Swiftly identify and accurately assess pupils' needs including SEND

Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness

Secure relevant services

Ensure records are maintained and kept up to date

Review education, health and care plans (EHCP) with parents or carers and the pupil

Communicate regularly with parents or carers

Ensure if pupils transfer to another school, all relevant information is conveyed to it, and support a smooth transition

Promote the pupils' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

### **Leadership and management**

Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements

Prepare and review information the governing board is required to publish

Contribute to the school improvement plan and whole-school policy

Identify training needs for staff and how to meet these needs

Lead INSET for staff

Share procedural information, such as the school's SEND policy

Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability

Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct. Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

### Person Specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>➤ Qualified teacher status</li> <li>➤ National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment</li> <li>➤ Degree</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>➤ Teaching experience</li> <li>➤ Experience of working at a whole-school level</li> <li>➤ Involvement in self-evaluation and development planning</li> <li>➤ Experience of conducting training/leading INSET</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>➤ Sound knowledge of the SEND Code of Practice</li> <li>➤ Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>➤ Ability to plan and evaluate interventions</li> <li>➤ Impact analysis skills and the ability to use assessment information to inform provision planning</li> <li>➤ Effective communication and interpersonal skills</li> <li>➤ Ability to build effective working relationships</li> <li>➤ Ability to influence and negotiate</li> <li>➤ Excellent record-keeping skills</li> <li>➤ Up to date knowledge of the primary national curriculum and assessment &amp; reporting arrangements</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>➤ Commitment to getting the best outcomes for pupils and promoting the ethos and values of the academy and trust</li> <li>➤ Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>➤ Ability to work in a timely and efficient manner, and prioritise effectively</li> <li>➤ Commitment to maintaining confidentiality at all times</li> <li>➤ Commitment to safeguarding and equality</li> </ul>

Completed applications and supporting documents should be sent via email to [hr@covmat.org](mailto:hr@covmat.org)