


HOLLYFAST PRIMARY SCHOOL

SENDCO JOB DESCRIPTION



	TLR2B Job description SENDSCO	
Responsible to Headteacher	Reviewed by	Last updated
<p>All teachers are subject to the conditions of employment set out annually in the School Teachers' Pay and Conditions Document. (STPCD) This details the professional and particular duties required of teachers, together with the requirements for Management time, working time and guaranteed PPA. The school complies with these requirements in order to make reasonable demands of teachers. Reference should also be made to the National Professional Standards for Teachers, (2012) which articulates the expectations for teachers, supplemented by career stage expectations.</p>		
<p>Post Threshold teachers are required to demonstrate substantial and sustained achievements and contribution to the school. In addition, those teachers aspiring to progress from UPS2 to UPS3 or who hold a UPS3 post should demonstrate qualities that reflect the following guidance</p> <p>UPS3 teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to raising pupils' standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use outcomes effectively to improve pupils 'learning'.</p>		
<p>Core purposes</p> <ul style="list-style-type: none"> • Determine the strategic development of special educational needs (SEN) policy and provision in the school • Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability • Provide professional guidance to colleagues, working closely with staff, parents and other agencies • The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD 		
<p>Modelling, promoting and reinforcing the school's vision, values, and agreed actions and behaviours within the staff charter at all times- within the classroom, in conversations with colleagues and during meetings with SLT.</p> <p><i>The SENCO will lead by example, modelling all of the school values and staff agreed actions and behaviours at all times- to all members of staff, including:</i></p> <ul style="list-style-type: none"> • Treating everyone in your team equally and fairly • Inspiring your team, supporting, encouraging and actively listening to them and all other staff in school • Respecting differing views and responding positively to changes and whole school development • Developing and maintaining high levels of trust with your team and senior leaders • Sharing strengths and asking questions and seek support to reflect and develop • Developing and maintaining a culture with a love of learning • Using the school vision as part of 'decision making' and 'information sharing' within your phase. 		
<p>Leading others to provide a high quality educational experience for all pupils</p> <p><i>The SENCO will:</i></p> <ul style="list-style-type: none"> • Lead the SEN provision effectively so that the school's expectations are communicated clearly. • Ensure a clear and consistent communication channel between classroom staff and senior leaders. • Ensure strengths are celebrated and next steps identified through monitoring are shared and re-visited. • Support Senior Leaders in ensuring provision and systems within SEN is consistent with whole school policies • Co-ordinate transitions effectively so there is consistent progression and continuity • Ensure pro-activeness in Extended Leadership team meetings • Support senior leaders in monitoring and evaluating the impact of changes on school improvement and development • Provide the leadership team with relevant subject development information and pupil performance information. • Support the Assessment Leader in ensuring assessment procedures for SEN are carried out in line with statutory 		

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- guidance and school procedures and to support with assessment analysis and next steps, where appropriate
- Contribute to programme of CPD and 'Professional Learning' opportunities
- Ensure consistent communications with all staff, ensuring communication with parents is clear
- Work effectively with the Senior Leadership team and be accountable for standards of teaching, learning and assessments within your area of leadership

Strategic development and operation of SEN 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 SEN policy is put into practice and its objectives are reflected in the school development 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

Support for pupils with SEN or a disability

- Identify pupils' SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's 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 development 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 SEN policy
- Promote an ethos and culture that supports the school's SEN 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.

Monitor, evaluating and further develop the quality of teaching and learning, demonstrating both professional skill, and judgements in this area.

The 'Leader of Learning and Excellence' will:

- Lead and co-ordinate all adults effectively, ensuring consistencies with timetabling, adult deployment and whole school policies
- Monitor teaching and learning in a variety of ways including: drop-ins, learning walks, book trawls, planning/resource scrutiny and pupil voice. Feedback to staff as appropriate and as guided by SLT.

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- To work with the SLT to self-evaluate the school's performance including providing information for the SEF. Maintain personal expertise and share this with other teachers
- Act a as role model of good classroom practice for other teachers, modelling effective strategies to them.
- Implement strategies to improve teaching where needs are identified
- Induct, support and monitor new staff, as appropriate.

I have read and understood the job descriptive for my role as a 'Leader of Learning and Excellence'.

Name:

Signed:

Date:

AIM high, GROW within and REACH beyond the stars 