



HOLY TRINITY ACADEMY
HEADTEACHER: Mr Angus Neal

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JOB DESCRIPTION

Special Educational Needs Co-ordinator (SENCO)

Job Purpose

In addition to the requirements of a class teacher and any other agreed responsibilities, to work closely with the Headteacher, senior management and colleagues in the strategic development of the school's Special Educational Needs (SEN) policy and oversee the day to day operation of that policy with the aim of raising the achievement of students with SEN.

Areas of Responsibility and Key Tasks

Strategic direction and development of SEN provision in the school (with the support of, and under the direction of, the Head and Leadership Team)

- Exercise a key role in assisting the Headteacher and Governors with the strategic development of SEN policy/provision
- Support all staff in understanding the needs of students with SEN and ensure the objectives to develop SEN are reflected in the school development plan
- Monitor progress of objectives and targets for students with SEN. Evaluate the effectiveness of teaching and learning for this group of students and use the information to guide future improvements
- Analyse and interpret relevant school, local and national data and advise the Headteacher on the level of resources required to maximise achievement
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision

Teaching & learning

- An expectation to be able to teach an academic subject
- Support the identification of, and disseminate, the most effective teaching for students with SEN
- Work with Headteacher and staff to develop effective ways of bridging barriers to learning through:
 - Assessment of needs
 - Monitoring of interventions and pupil achievement
 - Target setting, including IEPs
 - Developing a recording system for progress
- Collect and interpret specialist assessment data to inform practice

- Undertake day to day co-ordination of SEN students' provisions through close liaison with staff, parents and external agencies
- Work with Headteacher, teachers, SLT and pastoral staff to ensure all students' learning is of equal importance and that there are realistic expectations of students
- Consider the range of teaching strategies/equipment that could be utilised for pupils with SEN

Leading and Managing

- Provide professional guidance to staff to secure outstanding teaching for students with SEN, through both written guidance and meetings
- Line manage and contribute to the appraisal process of Learning Support Assistants and Higher Level Teaching Assistant.
- Advise on, and contribute to, the professional development of staff, including whole school CPD provision
- Provide regular information to the Headteacher and governing body on the evaluation of SEN provision

Effective deployment of staff and resources

- Advise the Headteacher and Governing Body of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies

Other professional requirements

- Manage all annual reviews and attend/chair when necessary
- Attend Y6 annual reviews for primary pupils with EHCPs to help facilitate continuity and progression through the transition process. Liaise as appropriate about Y5 pupils where advice is required about provision
- Willingness to undertake first-aid training
- Any other reasonable duties you may be asked to perform commensurate with your role

PERSON SPECIFICATION

SENCO

Qualifications and Training

- Qualified Teacher status
- Continued good record of professional development
- National SENCO Award or other professional development qualifications (or willing to work to achieve the qualification)

Experience

- Experience of teaching in at least one secondary school
- Experience of working with SEN students
- An understanding of/commitment to equal opportunities
- Experience of identification curricular planning and monitoring the progress of SEN students
- Consistently good or better classroom practitioner supported by good student outcomes
- Experience of leadership initiatives
- Experience in policy formation
- Experience in deployment of resources
- Experience of effective working with external agencies

Knowledge

- Understanding of effective inclusion practice
- Thorough knowledge of the statutory assessment process, relevant legislation and guidance in relation to working with and protecting young people
- Understanding of what makes good teaching and learning
- Analysing and using data to enable all students to make progress

Skills

- Ability to identify students' needs and act upon them in order to raise standards
- Ability to effectively manage student's behaviour in a positive manner with consistent clear boundaries – following the school behaviour policy
- Ability to take a whole school perspective on raising standards of achievement
- Ability to use a range of sources of evidence to make judgements and identify next steps for action
- IT literate and confident in use of new technologies
- Effective verbal and written communication

Personal Qualities and Attributes

- Passionate and committed to the principle of meeting students' needs within a mainstream school
- Ability to motivate and inspire a large support team
- Strong communication skills
- Ability to develop and to sustain good personal relationships
- Ability to meet deadlines
- Clear understanding of safeguarding issues