

Job description**Ref: jdsenco**

POSITION:	Special Educational Needs Coordinator
DIVISION:	Lyndhurst Primary School
REPORTS TO:	Headteacher
RESPONSIBLE FOR:	The operation of the SEND policy and co-ordination of the provision
GRADE:	MPS UPS

Job Purpose

- Work with the Head Teacher, Senior Leadership Team and other teaching colleagues in the on-going development of the School's SEND offer.
- Teach SEND and low attaining students with a range of activities such as one-to-one interventions and group support.
- Complete all relevant SEND paperwork including EHCP applications, Annual Reviews and target setting.

Special Educational Needs Co-ordinator (SENCO) - Job Description

The SENCO plays a key role in determining the strategic development of the SEND policy, in line with the statutory requirements of the Code of Practice and SEND provision in the school in order to raise the achievement of children with SEND.

With the support of school leaders (SLT and Governing Body) the SENCO:

- Takes day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual children with SEN, working closely with staff, parents and carers, and other agencies.
- Provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEN.
- Seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching. This will be through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.
- Collaborates with curriculum coordinators and phase leaders so that the learning for all children is given equal priority, and available resources are used to maximum effect.

To achieve these goals, key responsibilities will include:

Managing SEND Provision and Policy

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with SEN and some low attaining pupils.
- Monitor the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed
- Maintain up-to-date knowledge of national and local initiatives which may impact upon policy and practice
- Liaise with school leaders and the Governing Body to ensure the school meets its responsibilities under the Equality Act (2010), especially with regard to access arrangements and admissions of pupils with SEND.
- Managing Teaching Assistants who support pupils with SEND.

Teaching and Learning

- Teaching pupils with SEND and low attaining pupils either 1 to 1 or in group settings.
- Liaising with and advising fellow teachers to provide effective and realistic provision for pupils with SEND.
- Providing resources to support teaching and learning of pupils with SEND.
- Contributing to the in-service training of staff both through leading INSET and providing external providers of training when appropriate and approved financially.

Assessment, Evaluation and Record Keeping

- Overseeing the records of all children with SEN and Disability including half termly maintenance of learning plans and EHCPs.
- Actively pursuing EHC plans for pupils where pupils present the barriers to learning which require additional support.
- Overseeing and monitoring the quality of Provision Maps and maintaining detailed information for stakeholders including parents, school leaders and governors.
- Contribute to the schools evaluation report and school development plan.

Building Partnerships

- Liaising with parents of children with SEND including individual meetings, providing networking events(such as coffee mornings) and information sessions.
- Liaising with external agencies including Educational Psychology services, health and social services, and voluntary bodies including leading 'team around the child' meetings when required.
- Ensure effective systems of communication for staff, parents and other agencies, including feedback about pupils' learning to inform future planning
- Liaise with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned

Conditions of service are governed by the National Agreement on Pay & Conditions of Service, supplemented by school conditions as agreed by the Governors/ TCSET

Special conditions of Service

You may be required to work outside of normal school working hours on occasion (e.g. to attend full Governing Body and/or committee meetings, etc.) with due notice.

Person Specification

	Essential	Desirable	Evidence Source
Qualifications	<p>Qualified teacher status/Certificate of Education</p> <ul style="list-style-type: none"> • Good degree <p>The National SENCO Award (if you are new to the role since 2009) or be in the process of completing it.</p>	<p>Further relevant qualifications</p> <ul style="list-style-type: none"> • SENCO qualification 	<p>Application Form</p> <ul style="list-style-type: none"> • Certificates
Knowledge and Experience	<p>An understanding of educational initiatives for children with additional needs</p> <p>Committed to providing excellent provision for all pupils and achieving high standards of pupil progress</p> <p>Experience in leading one or more curriculum areas, including identifying pupil needs, monitoring and evaluating standards</p> <p>A highly successful classroom practitioner, who is creative in their approach to teaching and learning</p>	<p>Successful experience of teaching in more than one phase KS1 / KS2</p> <p>Some experience of managing a budget</p> <p>Proven ability in leading staff teams / curriculum development and measuring progress</p> <p>Knowledge and experience in Autism and Social Communication Difficulties</p>	<p>Application form</p> <p>Interview</p> <p>References</p>
Professional Skills and abilities	<p>Proven ability to implement strategies for raising pupil achievement</p> <ul style="list-style-type: none"> • Evidence of recent school improvement work which has had a positive impact on pupil outcomes. • Confidence, clarity and decisiveness in making and carrying out decisions • Ability to work cooperatively as a leader and 	<p>Experience in managing non-teaching staff e.g. TA's, midday supervisors</p> <ul style="list-style-type: none"> • Experience of leading and supporting CPD e.g. planning and delivering in-school programmes/training 	<p>Application form</p> <p>Interview</p> <p>References</p>

	<p>member of a team and in different partnerships</p> <ul style="list-style-type: none"> • Excellent people skills – motivating, inspiring and challenging adults to produce best outcomes for all pupils 		
Professional Ethos and Commitment	<ul style="list-style-type: none"> • A sound understanding of SEN code of practice • Current understanding of the SENCO role • A strong commitment to developing strategies to meet the personalised learning and emotional needs of every child • Commitment to promote home-school partnerships • High expectations for self and others and a strong commitment to raising achievements • Experience of innovation and creativity in the curriculum 	<p>Recent experience of the SENCO role</p> <p>Awareness and willingness to be involved in partnerships that support school</p> <ul style="list-style-type: none"> • Willingness to become involved in all aspects of school life (e.g. after school events /community) 	<p>Application Form</p> <ul style="list-style-type: none"> • Reference • Interview
Personal qualities	<p>An innate ability to demonstrate a caring and nurturing attitude whilst maintaining professional boundaries</p> <ul style="list-style-type: none"> • Excellent interpersonal skills • Ability to promote and develop positive relationships within and beyond the school • Ability to set and work to deadlines • Ability to remain positive • Resilience and tact • Be committed to own personal development, whole school development and the raising of standards • Full DBS clearance 	<p>An up to date knowledge of educational reforms and research.</p> <ul style="list-style-type: none"> • A willingness to develop personal qualities and professional qualifications. 	<p>Application Form Interview Reference Enhanced disclosure</p>