



SENCo Job Description

September 2024

All staff are expected to:

- Work in accordance with school policies, providing excellent moral, social, spiritual and cultural role models
- Put the needs of the school's pupils first and actively promote an enthusiasm to learn
- Have attained the National Standards for Qualified Teacher Status
- Enhance and update teaching skills through continued professional development

Teachers are entitled to regular reviews of their performance in accordance with the school's Teacher Performance Management Policy. This will highlight priorities for further professional development in line with the School Improvement and Development Plan.

As SENCo, under the direction of the headteacher, you will:

- 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

- Be expected to fulfil the responsibilities of a teacher, as set out in the STPCD
- Support the head teacher in producing and continually updating a strategic whole school development plan.
- Lead by example to foster an open, transparent and equitable culture.
- To be fully committed to safeguarding children at all levels
- To provide reports for governors and attend meetings when necessary.
- To provide information and advice to enable pupils to make choices about their own learning, behaviour and/or attendance.
- To work with the Headteacher and Assistant Headteacher in the development and implementation of appropriate behaviour management strategies.
- To challenge and motivate pupils, promote and reinforce self-esteem.
- Be a DSL

Duties and responsibilities

Strategic development 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, teaching and learning, in collaboration with the head teacher.
- 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 improvement plan (SIP)
- 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
- Lead and manage the staff in supporting children with SEN as required.

Operation of the SEN 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 other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies.
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify a pupil's SEN as early as possible.
- 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
- To be responsible for the development and implementation of policies for SEND throughout the school. Undertake all EHCP applications and reviews in a timely manner and ensure early identification of children with SEND
- 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
- Ensure that the school website is compliant in respect to requirements for SEND
- 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
- To give professional advice to colleagues in the implementation of schemes of work, teaching styles and strategies, and the use of resources to secure high standards of teaching and learning.
- Attend relevant courses / CPD as directed by the Headteacher.
- 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) as appropriate
- Lead staff appraisals and produce appraisal reports as required
- Review staff performance on an ongoing basis
- To undertake other duties and responsibilities as is reasonably directed by the head teacher.

Other areas of responsibility

Behaviour

- Promote positive behaviour in school
- Work with attendance/ behaviour staff to ensure policies meet requirements and are upheld in school
- Produce a short report for governors each half term, detailing number and types of behaviour incidents and highlight any trends – include any relevant training undertaken
- Safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.
- Attend any panels for exclusion.

Core purpose:

- Support the head teacher in producing and continually updating a strategic whole school development plan.
- Lead by example to foster an open, transparent and equitable culture.
- To work with staff to identify pupils who would benefit most from additional support.
- To liaise closely with other leaders in order to meet the needs of children requiring SEMH support.
- To secure family support for targeted pupils where appropriate.
- To maintain regular contact with parents/carers of SEND pupils, keep them informed of the child's needs and progress and to promote positive family support and involvement.
- To be fully committed to safeguarding children at all levels
- To provide reports for governors and attend meetings when necessary.
- To provide information and advice to enable pupils to make choices about their own learning, behaviour and/or attendance.
- To work with the Headteacher and Assist Headteacher in the development and implementation of appropriate behaviour management strategies.
- To challenge and motivate pupils, promote and reinforce self-esteem.
- To line manage behaviour throughout the school and to plan appropriate interventions with pupils and families.
- Regularly report directly to the governing board providing information on SEND and behaviour.
- Build, develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all pupils.
- To keep children safe and support the head teacher to implement and oversee the highest possible standards of child protection, prevent strategies and safeguarding throughout the school.
- To represent the school at relevant panels, working groups and meetings as required by the head teacher
- Hold and articulate clear values and moral purpose, focusing on providing a high-quality education for all pupils.

- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents and members of the local community.
- Lead by example – with integrity, creativity, resilience, and clarity – drawing on your own scholarship, expertise and skills, and that of those around you.
- Support the head teacher in communicating a compelling school vision and drive the strategic leadership, empowering all pupils and staff to excel.
- Support the head teacher to create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Inspire and influence others – within and beyond the school – to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- To undertake other duties and responsibilities as is reasonably directed by the head teacher.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct, both within and outside the school.

You will:

1. Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. Treat pupils with dignity, building relationships in mutual respect, and at all times observe proper boundaries appropriate to a teacher's professional position, including online or through social networks; Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; Show tolerance of and respect for the rights of others; Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
2. Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Model and follow the vision and values of the school and encourage in pupils and colleagues: lifelong learning, creativity and respect; put children, their learning and well-being first.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. Follow the agreed National and other associated curriculum guidance; Meet the requirements of the New Teacher Standards 2013; Develop professionally and be appraised through the Teacher Appraisal and Capability Policy 2018.

Signed Appraisee Date:

Signed:  Appraiser Date: 1-7-24