



Special Educational Needs co-ordinator (SENCO) Job description

Falconer School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Job title: Assistant Head of Inclusion and Special educational needs co-ordinator (SENCO)

Salary: £56,320-£59,213

Hours: Full Time

Contract type: Permanent

Reporting to: Headteacher

Responsible for: Assistant SENCo; SEN Administrator

Main purpose

The SENCO, under the direction of the Headteacher, will:

- Actively promote the vision, values and ethos of the school
- Determine the strategic development of Inclusion and 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

While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

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
- 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

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 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 SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify a pupil's 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/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, 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 children who are looked (CLA), 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 SIP 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

Where the role involves line management, add and amend as necessary:

- Share in responsibility for teaching and learning and pastoral support by line managing key departments and year groups
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis
- Lead on the implementation of effective interventions both in class and through withdrawal

Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

Other areas of responsibility

- Lead on the development of a whole school culture of reading ensuring that it is embedded throughout subjects at the appropriate level including phonics and year groups and that everything is being done to ensure students make progress in reading
- Lead the multidisciplinary team of professionals including occupational health and speech and language support. Ensure that interventions are implemented in a holistic way gradually increasing the school's capacity to support its students' needs

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 Head teacher.

Person specification

CRITERIA	QUALITIES	ESSENTIAL OR DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status, ideally with a minimum of 3 years' experience • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment • Ongoing professional development in the area of Autism, social communication and learning difficulties 	<p>Essential</p> <p>Essential</p> <p>Desirable</p>
Experience	<ul style="list-style-type: none"> • First-hand experience of writing and monitoring effective EHCPs • Experience of leading an effective Annual Review of an EHCP • • Experience of working at a whole-school level • • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET in SEND related matters • Experience of working with children with autism 	<p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Desirable</p> <p>Essential</p> <p>Desirable /Essential</p>
Skills and knowledge	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes outstanding teaching • Understanding of what makes effective intervention strategies and ensure that strategies are provided to teachers to ensure best outcomes • Ability to plan and evaluate interventions • Data analysis skills and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships with colleagues • Ability to influence and negotiate • Good record-keeping skills 	<p>Essential</p> <p>Desirable/ Essential</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Essential</p>
Personal qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise effectively 	<p>Essential</p> <p>Essential</p> <p>Essential</p>

	<ul style="list-style-type: none"> • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • A sense of humour • A passion for supporting the needs of the most complex of students • Ability to forge good relationships with children • Resilient and self-reflective 	<p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
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Notes:

This job description may be amended at any time in consultation with the postholder.

If you don't have all of the experience listed above, but are interested in applying, contact Claudia Andronic at finance.falconer.herts.sch.uk

Last review date: 29 January 2025

Next review date: September 2025

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____