

## **JOB DESCRIPTION**

<b>JOB TITLE</b>	Inclusion Leader/Special Educational Needs Co-ordinator (SENCO) Primary Phase
<b>SCALE</b>	Leadership Scale L1- L4
<b>RESPONSIBLE TO</b>	Head of Primary Phase

### **PURPOSE**

- To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs.
- Be consistent in the delivery of all the School policies and practices
- Managing, developing and maintaining high-quality SEN provision
- Observing pupils in the classroom, to coach and train colleagues
- Keeping all paperwork including records and policies, up to date and actioned, as appropriate
- Meet with parents to support SEN and pupils' healthcare
- To monitor the quality of SEN support delivered both by teachers and teaching assistants
- To support and maintain the SEND register of pupils
- To ensure that awareness of SEND issues is maintained across all of the teaching staff
- Be a role model for pupils through personal presentation and professional conduct
- Perform particular duties in accordance with school procedures to ensure pupil safety
- Model a determination to succeed and a positive attitude to your work

In the context of this job description, pupils with special educational needs are deemed to include:

- Pupils on the School's Special Educational Needs Register;
- Pupils with identified specific learning difficulties;
- Pupils with identified social, emotional and behavioural problems;
- Pupils with medical needs
- 'Looked After' pupils;
- Pupils whose first language is other than English;
- Pupils eligible for free school meals;
- Pupils belonging to ethnic minorities;
- Pupils of Romany, Gipsy or Traveller families;
- Pupils who the Headteacher considers have previously received, for any reason, an inadequate or compromised education

### **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 of Phase, Head of Inclusion and Headteacher)

- exercise a key role in assisting colleagues with the strategic development of SEN policy / provision;
- support all staff in understanding the needs of SEN pupils and ensure the objectives to develop SEN are reflected in the school development plan;
- monitor progress of objectives and targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements;
- analyse and interpret relevant school, local and national data and advise colleagues 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 and Learning**

- support the identification of and disseminate the most effective teaching approaches for pupils with SEN;
- work with colleagues to develop effective ways of bridging barriers to learning through
  - assessment of needs
  - monitoring of teaching quality 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 pupils' provisions through close liaison with staff, parents and external agencies;
- work with colleagues to ensure all pupils learning is of equal importance and that there are realistic expectations of pupils;
- consider the range of teaching strategies / equipment that could be utilised for pupils requiring specialist provision;

### **Leading and Managing**

- provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings;
- contribute to the appraisal process for identified staff;
- advise on and contribute to the professional development of staff, including whole school INSET provision;
- provide regular information to the Head of Primary Phase and Head of Inclusion on the evaluation of SEN provision and the impact on improving outcomes.

### **Monitoring, Assessment, Planning and Tracking**

- To assist in the identification of pupils' Special Educational Needs through observation in the classroom, individual screening and assessment of reports
- To oversee the writing and regular review and updating of Individual Education Plans
- To liaise with external agencies in regard to particular pupils to ensure that the school is providing appropriate support for the child
- To liaise with classroom teachers concerning the needs and progress of individual pupils and to provide advice as appropriate about teaching strategies to assist particular pupils

- To interpret the recommendations of Educational Psychologist, Occupational Therapist and other reports and to disseminate them so that they are effectively implemented in the classroom
- To use data generated by school assessments effectively to inform future pupil progress

### **Communication and Reporting**

- To write reports for parents on the pupils receiving specific teaching
- To liaise with parents and carers concerning pupil progress and concerns, and concerning updates to the IEP, and to be proactive in communication about these issues
- To make recommendations to parents concerning the use of external agencies for identifying SEN

### **Professional Knowledge and Development**

- To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and of the school's curriculum and policies
- To participate in INSET provided by the School and where appropriate to lead INSET on SEND issues
- To ensure that the School's Health and Safety Policy is followed

### **Other professional requirements**

- Support annual reviews and attend / chair when necessary;
- Liaise with other school SENCOs as required.

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This job description sets out the duties of the post at the time it was published

The hours and the job description may be modified depending on the needs of the Academy Trust

The post holder may be required from time to time to undertake other duties within the school as may be reasonable expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post. The priorities for each year will be reviewed against this job description annually through performance management meetings

Please note that we are committed to safeguarding and promoting the welfare of our pupils and expect all those who work with us to share this commitment. Successful applicants will need to undertake a DBS Enhanced Clearance check (Disclosure and Barring Service). We give high priority to promoting diversity throughout the school

**Inclusion Leader/Special Educational Needs Co-ordinator (SENCO)  
Person Specification**

	<b>Essential</b>	<b>Desirable</b>
<b>Knowledge</b>	<b>Job Requirements</b>	
Qualifications / Training	<ul style="list-style-type: none"> <li>• QTS status</li> <li>• Evidence of on-going professional development; attendance on courses, INSET, action research personnel study</li> </ul>	<ul style="list-style-type: none"> <li>• A degree or equivalent</li> <li>• Higher degree qualification, postgraduate courses</li> <li>• Hold the National Award for SEN Co-ordination (NASENCO)</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• At least 4 years' experience as a class teacher with secure judgements of good and outstanding teaching</li> <li>• Experience of successful leadership and management within a school or other educational setting including target setting and monitoring the quality of provision</li> <li>• Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with Statements as well as those without</li> <li>• Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child</li> <li>• Knowledge of current educational issues and their relationship to the inclusion, behaviour support and Education Welfare Services</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading on developing provision of more able children</li> <li>• Experience of inter-agency work</li> </ul>
Ability / Skills	<ul style="list-style-type: none"> <li>• Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school</li> <li>• Excellent written and oral communication skills</li> <li>• Excellent presentation and inter-personal skills</li> <li>• Excellent time and task management skills</li> </ul>	

	<ul style="list-style-type: none"> <li>• Ability to work under pressure and to deadlines</li> <li>• Ability to use data effectively in setting targets</li> </ul>	
Special Requirements	<ul style="list-style-type: none"> <li>• An Disclosure Barring Service Check (criminal record check) will be requested in the event of a successful applicant</li> </ul>	

*'Cavendish School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'*