

<p>Title District SENCo</p>	<p>Department Children and Families Services: Education, Standards and Inclusion – Schools and Families Specialist Services</p>	<p>Post Ref.</p>
<p>Job Purpose</p> <p>To work collaboratively with a range of internal and external SEND partners within a locality to support schools to develop effective provision and deliver secure outcomes of children and young people with SEND; including through the provision of support and advice to staff in the school/setting, in line with Teacher Standards, within Schools and Families Specialist Service.</p>		
<p>Key Responsibilities</p> <ol style="list-style-type: none"> 1. To support the corporate work and achievements of the County Council, especially the achievement of the vision, objectives and targets set out in its Strategic Plan 2. To project a positive image of the County Council to the public, partners and stakeholders, including the DfE and to act as an exemplar in carrying out duties in a positive, professional and flexible manner. 3. To actively promote collaborative working within Children and Families Services and with other stakeholders. 4. To contribute to the development of strategies, systems and processes to ensure effective and consistent support and challenge for Family SENCOs and SENCOs within and across localities. 5. To provide advice, guidance and support to Family SENCOs on a range SEND matters, from inducting new Family SENCOs and maintaining contact information for SENCOs and Family SENCOs in the district, to facilitating the development enhanced in-school provision as necessary, particularly where Support Services are not involved. 	<p>Key Accountabilities</p> <ol style="list-style-type: none"> 1. Specified service targets within agreed resources 2. Contributing to the improvement of educational and life outcomes for children and young people with complex SEND 3. Alerting the Locality Lead/Specialist Strand Managers and the Senior Teacher – District SENCO Leads to any issues that could affect performance 4. Effective record keeping and report writing 5. Ensuring consistency and transparency regarding the allocation and use of SEND funding across Nottinghamshire. 6. Providing reports to the SEND accountability board, as requested, about the activities overseen by the post holder. 	

6. To support the LA to discharge its responsibility to ensure that High Needs allocations are being used appropriately, by supporting the moderation of SEN funding and resources and tracking the effectiveness of its use.
7. To support Locality Lead Managers in presenting and describing the locality spend from the high needs block and in identifying recoupments from other localities or counties.
8. To lead, coordinate and contribute to a range of meetings, as appropriate, including but not limited to: county-wide Network Meetings for Family SENCOs, district EHC Assessment Panels; twice termly Locality SFSS meetings; termly head teacher briefings; and ASIT panels.
9. To work in partnership with ICDS to determine the suitability of placements for children with SEN in the locality.
10. To work within a locality and flexibly across the county, according to service need, with a range of settings and schools, to provide support and advice to staff working with children and young people with a wide range of complex SEND (particularly around their strand specialism) and their families.
11. To put strategies in place to ensure that children, young people and their parents/carers voices are heard in respect of the work of SFSS and the information is used to inform practice.
12. To disseminate information on national and local SEN related issues.
13. To safeguard the welfare of children and young people

The post holder will perform any duty or task that is appropriate for the role described

Person Specification – District SENCO

Education and Knowledge

1. Qualified Teacher Status.
2. Evidence of comprehensive relevant professional development, including specialist training courses.
3. Extensive knowledge of the educational implications of a wide range of severe and complex SEND.
4. Extensive knowledge of a range of assessments, small step teaching programmes and differentiated materials/resources to support children with a wide range of SEND.
5. Knowledge of current legislation (education and equalities), policies, guidance and research in this area of work, both nationally and locally.
6. Up to date and working knowledge of early child development and the curriculum, at the appropriate Key Stage, which could include the Early Years Foundation Stage to Key Stage 5.
7. Knowledge and experience of working with funding thresholds and systems pertaining to SEND provision.
8. Must be appropriately skilled in evaluating the impact of educational needs on the cost of provision.
9. Ability to work as part of and/or to lead a working party.
10. Knowledge and understanding of the responsibilities and processes relating to safeguarding children and young people.

Personal skills and general competencies

1. Puts into practice the Council's commitment to excellent customer care.
2. Works efficiently and effectively and actively looks for ways of improving services and outcomes for customers.
3. Works well with colleagues but also able to work on their own initiative.
4. Shares the Council's commitment to providing a safe environment for customers and staff and to treating all with respect and consideration
5. Must have a belief in inclusion in mainstream education for all.

Experience

1. Minimum of 5 years post qualification teaching experience, of which at least 3 years should be working with children within the specialist strand
2. It would be desirable to have at least 2 years' experience gained working as a SENCO or Family SENCO
3. Experience of collaborative working with a range of professionals and agencies.
4. Experience of working in partnership with parents/carers.
5. Must be able to apply their skills and knowledge of supporting children and young people with SEND to the full range of educational phases; Foundation to Key Stage 5.
6. Have experience of organising and delivering a range of training events.

Role Dimensions – The post holder will be responsible for:

1. Promoting and supporting the county council's SEND Strategy.
2. Supporting the moderation and allocation of SEND resources through attendance at all Family Additional Family Need (AFN) moderation events and selected High Level Needs (HLN) termly panels for the district and ensuring that funding requests are made in line with the AFN/HLN thresholds and criteria.
3. Developing and delivering training for Families of Schools (SENCOs and Family SENCOs) on a range of topics, including the completion and moderation of funding bids
4. Undertaking and overseeing a range of financial duties including submitting the FAM data for each Family in their district to the Local Authority, maintaining the SEN funding tracker for all funded children in the district and undertaking one self-evaluation (SEF) on the use of AFN resources, in their district, each term.
5. Undertaking moderation role, alongside the Family SENCO, where an interim request for HLN funding is made and to take the lead in describing provision where EPS or SFSS are not involved.

6. Ensuring that where panel decides not to undertake an EHC assessment, the school has a graduated response to SEN support in place and is supporting parents to feel confident in the levels of provision for their child, either through the Family SENCo, SENCO, other key person in school or via services involved with the placement.
7. Maintaining an overview of all Springboard referrals for the district in order to support the Locality/Strand Lead and ENAP Panel decision making processes and to support the Family SENCo to identify SENCOs requiring additional support or training.
8. Providing support to schools in the district (or other districts) to review the effectiveness of their SEND process and practices and where requested, or where concerns arise around SEND processes and practices, to carry out a SEND review in partnership with the Family SENCO.
9. Providing advice and guidance to staff on the effective inclusion of children and young people with complex SEND (particularly in relation to their strand specialism in group) class and whole school settings through a range of appropriate, reasonable adjustments to the learning environment, curriculum and teaching and learning, in order to have an impact on positive outcomes for children and young people.
10. Engaging in joint planning with, and providing regular casework supervision and support for, identified teaching assistants working on shared cases.
11. Contributing to the development and coordination of an annual SEND conference in collaboration with the Senior Teacher Link for District SENCOs and the Family SENCOs.
12. Contributing to the development and delivery of training that includes a universal, targeted and bespoke offer for SENCOs and Family SENCOs

Please attach a structure chart

Date: September 2019