



## **JOB DESCRIPTION**

**Responsible to:** Deputy Headteacher (Pastoral)

**Responsible for:** Ensuring quality SEND provision and support

**Working Time** 195 days a year. Full time

**Main job purpose:** To determine the strategic development of special educational needs (SEND) policy and provision in the school. To be responsible for the day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability. To 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.

## **MAIN DUTIES**

### **Strategic development of SEND policy and provision**

1. Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
2. Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
3. Contribute to the school improvement plan and whole-school policy
4. Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
5. Maintain up-to-date knowledge of SEND practice and national and local initiatives that may affect the school's policy and practice
6. 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**

7. Maintain an accurate SEND register and provision map
8. Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
9. Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
10. Manage the department's budget to meet SEND students' needs effectively
11. Be aware of the provision in the local offer

12. Work with other schools, educational psychologists, health and social care professionals CAMHS and other external agencies
13. Be a key point of contact for external agencies, especially the local authority (LA)
14. Analyse assessment data for pupils with SEN or a disability
15. Oversee and monitor intervention provision for pupils with SEN, and evaluate their effectiveness

### **Support for students with SEN or a disability**

16. Identify a pupil's SEN
17. Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
18. Secure relevant services for the pupil
19. Ensure records are maintained and kept up to date
20. Review the education, health and care plan (EHCP) with parents or carers and the pupil
21. Communicate regularly and as required with parents or carers
22. Support smooth transition for SEND students from feeder primary schools and those undertaking in-year admission
23. Promote SEND students inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
24. Liaise and cooperate with the designated teacher for looked-after children, where a looked-after pupil has SEND to ensure high standards of provision
25. Attend SENCO support meetings as required to meet students' needs, including Springboard
26. Oversee and monitor examination access arrangements to ensure compliant and effective examination and assessment arrangements and procedures

### **Leadership and management**

27. 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
28. Prepare and review information the governing board is required to publish
29. Identify training needs for staff and how to meet these needs
30. Lead INSET for staff, both whole school and SEND team
31. Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
32. Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
33. Lead staff appraisals and produce appraisal reports
34. Review staff performance on an ongoing basis
35. Manage the recruitment of SEND support team

### **School support**

36. Being aware of and complying with policies and procedures of the school, particularly relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to an appropriate person.

- 37 Being aware of and supporting difference, ensuring all students have equal access and opportunities to learn and develop.
- 38 Contributing to the overall ethos/work/aims of the school.
- 39 Participating in the appraisal process, attending training and other learning/development activities as required.
- 40 Playing a full part in school life by contributing to students' wider development through, for example clubs, extra-curricular activities and events.
- 41 Accompanying teaching staff and students on visits, trips and extra-curricular activities as required.
- 42 Undertaking the role of amanuensis for students in an examination context as required.
- 43 To undertake any such duties as may be required by the Headteacher.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

I acknowledge that I have seen and received a copy of the Job Description.

Signed: ..... (Employee)      Date: .....