



Be Your BEST
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Special educational needs coordinator (SENCO) for Specialist Resource Provision (SRP)

JOB DESCRIPTION

Department: EDUCATION	Section: Schools
Post Number:	Location: The Pines School
Job Title: SENCO for SRP	Grade/Salary Range: MPS/UPS + SEN Allowance
Hours: Full Time/Part Time	Contract Type: Permanent
Reporting to: Headteacher	

JOB PURPOSE

The SENCO, under the direction of the head teacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the SRP
- Oversee the provision in the SRP and coordinate plans and EHCP paperwork
- Ensure EHCP targets are taught and met (including working with staff to monitor these)
- Attend SRP panel and represent the school in a professional capacity
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Work closely with parents
- Design a strategic plan for the expansion of SRP

The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

MAIN 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 SRP, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan.
- Work closely with the main school SENCO
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Add any other duties of particular relevance to The Pines school.

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map for pupils in the SRP
- Provide guidance to colleagues on teaching pupils with SEN or a disability from the SRP, 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
- Analyse assessment data for pupils with SEN or a disability in the SRP
- Carry out assessments, such as BOXHALL, for pupils in SRP (and possibly other pupils across the school)

Support for pupils with SEN or a disability within SRP

- 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 with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that 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 lead for looked-after children, where a looked-after pupil has SEN or a disability

Leadership and management – working closely with main school SENCO

- Work with the head teacher 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 school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Share procedural information, such as the school's SEN policy, working with main school SENCO
- 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 working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Other areas of responsibility
<ul style="list-style-type: none"> • Deputy Designated Safeguarding Lead

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 post holder may be required to do other duties appropriate to the level of the role, as directed by the head teacher.

This job description may be amended at any time following discussion between the Headteacher and the post holder. This job description will be reviewed annually at the initial performance management meeting.

Date:

Signature: (post holder)

Signature: (PM reviewer)

Person specification

CRITERIA	QUALITIES	
	ESSENTIAL	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Degree • DSL training or willing to undertake 	<ul style="list-style-type: none"> • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment
Experience	<ul style="list-style-type: none"> • Teaching experience • Experience of working at a whole-school level • Experience of working with pupils with SEND 	<ul style="list-style-type: none"> • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET
Skills and knowledge	<ul style="list-style-type: none"> • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • 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 • Ability to influence and negotiate • Good record-keeping skills • Ability to manage own timetable and workload 	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice
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 • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Has resilience and energy 	<ul style="list-style-type: none"> • Experience of working in an SRP • Experience of working with local authority SEND teams