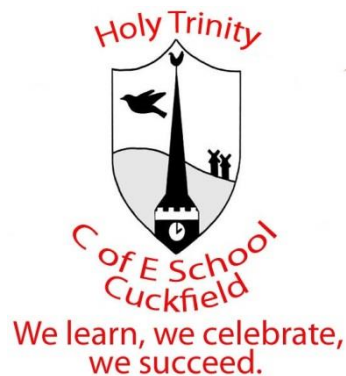


Holy Trinity C.E. (A) Primary School

Special Educational Needs

Co-ordinator

Job Description



Post title: PART TIME SENCO

(20 hours per week)

Salary: TMS / UPS + SEND allowance. Pro Rata to the number of contracted hours.

Responsible to: Headteacher and Governing Body.

This job description may be amended at any time following discussion between the head teacher and member of staff and will be reviewed annually.

1. JOB PURPOSE

- To carry out the professional duties of a SENCO through a commitment to continuing professional development.
- To work closely with Senior Leaders in the strategic development of the school's Special Educational Needs and Disabilities (SEND) Policy and oversee the day-to-day operation of that policy with the aim of raising SEND pupil standards and achievement.
- Lead and develop teaching and learning, ensuring equal access for all groups of pupils.
- To play a full part in the life of our school community.

2. CORE REQUIREMENTS OF THE POST

- To have due regard to the requirements of the 2014 National Curriculum and the National Standards for Teachers .
- To support the Strategic Direction and Development of SEND Provision in our school (with the support of, and under the direction of the Headteacher and Leadership Team).
- Manage and evaluate the impact of intervention programmes and support for children with Special Educational Needs and Disabilities.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision for SEND pupils in a co-productive manner.
- Co-ordinate a team of Learning Support Assistants / Learning Mentor, to support the needs of individuals and groups of children.
- To lead in the promotion of a professional, caring and supportive atmosphere with the school.
- To take responsibility for the leadership of SEND and vulnerable children's

- emotional wellbeing, through supporting children's mental health.
- Support all staff in understanding the needs of SEND pupils and ensure the objectives to develop SEND are reflected in the School Development Plan.
- Carefully monitor the progress of objectives and targets for pupils with SEND.
- Analyse school, local and national data and advise the Leadership Team on the level of resources required to maximise achievement.

3. TEACHING AND LEARNING

- Support the identification of and disseminate the most effective teaching approaches for pupils with SEND to teachers and Learning Support Assistants.
- Work with School Leadership to develop effective ways of bridging barriers to learning through: assessment of needs, monitoring pupil achievement, target setting, including IEPs, maintain our recording system for progress and keeping an up-to-date provision map detailing levels of support.
- To be an outstanding practitioner who knows and understands how pupils learn.
- To offer support and guidance to assist collaborative planning linked with a programme of monitoring and evaluation.
- 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 the Headteacher, teachers and pastoral staff to ensure all pupils' learning is of equal importance and that there are realistic, but aspirational expectations of pupils.
- Consider the range of teaching strategies / equipment that could be utilised for SEND and vulnerable pupils.
- To attend Pupil Progress meetings and contribute to reviewing SEND & vulnerable pupil's progress.

4. LEADING AND MANAGING

- Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and during meetings and discussions.
- Contribute to the appraisal process for our SEND teacher, Learning Mentor and SEND Learning Support Assistants.
- Provide regular information to the Leadership Team and Governors on the evaluation and impact of SEND provision in school.
- Advise on and contribute to the professional development of staff, including whole school INSET provision.
- Organise and lead school based training identified through skills audits and whole school priorities, during staff meetings, INSET.
- Co-ordinate and lead multi agency meetings e.g. Early Help Plans.

5. DEPLOYMENT OF STAFF AND RESOURCES

- Establish resource needs for the school and advise the Headteacher and Senior Leadership Team of priorities for expenditure and allocate resources effectively – in terms of Inclusion.
- Deploy Learning Support Assistants effectively.

6. OTHER PROFESSIONAL REQUIREMENTS

- Hold the SENCO qualification, or be willing to undertake the qualification
- Co-ordinate all Annual Reviews and attend / chair these reviews.
- Liaise with the local Secondary Schools to support Year 6 transition for pupils with an EHCP.
- To set a good example to pupils and colleagues in presentation and personal conduct.
- To endeavour to give every child the opportunity to reach their potential and meet high expectations.
- To work to and achieve any set deadlines.
- To take part in community, marketing and liaison activities.

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 the Headteacher, to undertake work of a similar level that is not specified in this job description.