



SPECIAL EDUCATIONAL NEEDS
COORDINATOR (SENCO)
JOB DESCRIPTION



(SENCO MPS/UPS plus TLR)
Permanent post

Part Time: 3 days a week
Non class based
Start Date: January 2025 (where possible)

Welsh House Farm Community School and Resource Base wish to appoint to the post of

SENCO JOB DESCRIPTION

Responsible to: Headteacher and SLT

Main duties/responsibilities

General duties
Have overall responsibility for determining the strategic development of the Resource Base, including action planning and performance management of staff
Have overall responsibility for determining the strategic development of SEND policy and provision in the school.
Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.
Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to support the school to make reasonable adjustments and promote inclusion
Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.
Ensure the school's SEND provision is inclusive at all levels.
Have a sound knowledge of the SEND Code of Practice and ensure the school's SEND provision meets the requirements that it sets out.
Have a sound knowledge of how relevant legislation impacts on the provision of SEND in the school.
Support staff members to understand the needs of pupils with SEND and be available to advise on classroom practice.
Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary.
Identify staff training needs and ensure that they are met through organised CPD opportunities and training programmes.
Work closely with external agencies, families and caregivers to request, implement and review formal plans such as SSPPs and EHCPs

Teaching and learning

Be able to support staff to deliver most effective and high-quality teaching approaches for pupils with SEND in the resource base and mainstream.

Effectively bridge barriers to learning through assessing pupils' needs, monitoring the quality of teaching and pupil attainment, setting targets and keeping accurate records.

Liaise with the senior leadership team to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND in the resource base and mainstream.

Monitor the progress of all pupils with SEND against agreed targets in classroom progress and in EHCplans.

Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.

Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.

Take the appropriate action to improve the quality of teaching and learning.

Ensure that school policies and procedures are adhered.

Analyse performance data to ensure continuity and progression through the key stages.

Ensure pupils with SEND to engage in activities alongside their peers, actively taking the appropriate steps to make this possible, e.g. reasonable adjustments.

Talk to pupils with SEND and listen with the view to develop a more effective support system.

Leadership and management

Provide professional guidance to staff to secure good quality teaching for pupils with SEND.

Ensure staff recognise and fulfil their responsibilities to support pupils with SEND and provide support to staff where required to ensure that they fully understand their responsibilities.

Contribute to the professional development of staff, offer advice to, and seek CPD opportunities for, staff in relation to SEND.

Ensure the whole-school community has an opportunity to learn about SEND.

Ensure that resources are effectively maintained and deployed in line with the school's objectives and SEND policy.

Lead curriculum planning to ensure that it reflects the needs of pupils with SEND.

Work with teachers to ensure supported lessons provide differentiated materials for all pupils.

Assist staff in the acquisition and preparation of resources to promote the inclusion of pupils in the classroom.

Make sure that learning support assistants are deployed effectively, to cater for the needs of pupils with SEND.
Lead the design of the school's provision map and ensure that all members of staff are aware of how the map influences their provision.
Support the SLT to create an effective school improvement plan which makes appropriate consideration of pupils with SEND.
Ensure that EHC plans are live, regularly monitored and their impact assessed, making appropriate adjustments to any EHC plans that are not aiding pupils sufficiently.
Ensure that intervention programmes target the right pupils and that staff expertise is appropriately deployed in relation to this.
Ensure that resources are kept up-to-date and catalogued appropriately.
Communication
Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted.
Liaise with early years providers, other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.
Work with the SLT to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
Where a looked after child has SEND, ensure effective communication with the relevant designated teacher.
Ensure that external support available to the school is coordinated and managed effectively.
Contribute to leadership meetings on the effectiveness of SEND provision and share information with the key stakeholders.
Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.
Recording and assessment
Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.
Ensure that the school's administrative work for SEND is effectively completed, including the following: <ul style="list-style-type: none"> • Supervision of learning support assistants/teaching assistants • Contact with outside agencies, in particular, careers and outreach agencies • The implementation of behaviour support plans by staff and their understanding by pupils
Use tracking systems to understand pupil assessment data and use this data to inform practice.
Use screening systems at the point of entry to identify, assess and review provision for pupils with SEND.
Set challenging targets for raising achievement amongst pupils with SEND.
Meet with class teachers, learning support staff and TAs to formulate plans to address any issues and needs as appropriate.

Person specification

	Person specification	
	Essential	Desirable
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Have QTS. • Have taught at KS1 and KS2 for at least three years. • NASEN SEND Award 	<ul style="list-style-type: none"> • First aid certificate. • Familiarity with the end of KS tests. • Desirable
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> • Working with and caring for pupils with SEND. • The expectations of the Ofsted framework regarding effective learning and teaching. • 	<ul style="list-style-type: none"> • An understanding of curriculum and pedagogical issues and research findings.
Knowledge and skills	<p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an ability to work with pupils and their families in a sensitive and positive way. • Demonstrate a sound knowledge of the SEND Code of Practice and its application. • Evidence that they have experience of behavior management techniques for groups and individuals with SEND. • Show that they have a good understanding of the principles behind school improvement, including school improvement planning, monitoring and reviewing progress. • Make consistent judgements based on careful analysis of SEND data. • Communicate in both written and verbal mediums effectively. • Present clearly a wide range of specialised information to both educationalists and non-educationalists. • Demonstrate a proven ability to work sensitively and effectively with colleagues to help them to improve their everyday classroom practice. 	<ul style="list-style-type: none"> • Greater understanding of how pupils with SEND develop. • Knowledge to support EAL pupils. • Capacity for, and interests in, enhancing further personal development.

**Personal
qualities**

The successful candidate will have:

- A calm and caring nature.
- Excellent verbal and written communication skills.
- Excellent time management and organisation skills.
- A flexible approach towards working practices.
- High expectations of self and professional standards.
- The ability to work as both part of a team and independently.
- The ability to maintain successful working relationships with other colleagues.
- High levels of drive, energy and integrity.
- A commitment to equal opportunities and empowering others.

The successful candidate will be:

- Committed to promoting high-quality care of children.
- Dedicated to promoting their professional development and achieving desired qualifications.
- Able to plan and take control of situations.
- Committed to contributing to the wider school and its community.
- Capable of handling a demanding workload and successfully prioritising work.
- Professionally assertive and clear thinking.