

# De Beauvoir Primary School

80 Tottenham Road, London N1 4BS



## Job details

**Post title:** SENCO (0.6 FTE)

**Salary:** MPS / UPS + TLR 2B

**Reporting to:** Headteacher

## Main purpose

The SENCO, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies

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.

## Duties and responsibilities

### Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEND, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND
- Ensure the SEND policy is put into practice and that the objectives of this policy are reflected in the school development plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice and sharing these with colleagues
- Evaluate whether funding is being used effectively and propose changes to make the use of funding more effective

### Operation of the SEND policy and co-ordination of provision

- Responsible for Annual / Transition Reviews, Education Health Care Plan Requests and supporting teachers in the writing, monitoring, evaluation and review of educational targets
- Monitoring the provision of the SEND Policy
- Maintaining accurate and timely records
- Maintain an accurate SEND register and provision map

- Provide guidance to colleagues on teaching pupils with SEND, 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, and the link person between parents / carers and external agencies
- Analyse assessment data for pupils with SEND
- Implement and lead intervention groups for pupils with SEND and evaluate their effectiveness

### **Support for pupils with SEND**

- Help colleagues with the identification of a pupil's SEND
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Apply for Educational Health Care Plans where appropriate
- Ensure records are maintained and kept up to date
- Review the Educational Health Care Plan with parents or carers and the pupil
- Communicate regularly with parents / carers
- Ensure that if the pupil transfers to another school, all relevant information is transferred and supports 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 teacher for looked-after children, where a looked-after pupil has SEND

### **Leadership and management of SEND Provision**

- Interacting on a professional level with all colleagues and establishing and maintaining good working relationships which will promote the development and effective delivery of the school curriculum and maximise achievement and progress for pupils with SEND
- Supporting the understanding of SEND and provision for pupils with SEND amongst staff
- Modelling effective practice to colleagues
- 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
- Prepare and review information the governing board is required to publish
- Contribute to the school development plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead staff meetings / INSET to support inclusive teaching and learning across the school

- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEND
- Track behaviour across the school and be a key member of the pastoral team

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 postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

# Person Specification

## Qualifications and Training

- Qualified teacher status
- National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment if necessary
- Degree

## Experience

- Experience of being an excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice
- Experience of successfully developing the practice of colleagues
- Experience of successful work as a SENCO, including successful completion of referrals to external agencies and of requests for Education Health Care Plans
- Involvement in self-evaluation and development planning
- Experience of conducting training/leading INSET
- Experience and understanding of issues of inclusion in a mainstream primary school

## Skills and knowledge

- Sound knowledge of the SEND Code of Practice
- Understanding of 'quality first' teaching, and of effective intervention strategies to promote the progress of all pupils
- Ability to plan and evaluate an intervention plan effectively
- Able to write factual, concise, unambiguous reports, documents and targets for pupils for presentation to a range of stakeholders
- Data analysis skills and the ability to use data to inform provision planning
- Effective communication and interpersonal skills
- Ability to build effective working relationships with all members of the school community and with external agencies
- Excellent record-keeping skills
- Commitment to keeping up to date with new developments in special educational needs and the skill to translate theory into practice
- Knowledge of guidance and requirements around safeguarding children
- Good computing skills
- Effective communication and interpersonal skills
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards
- Ability to communicate a vision and inspire others

## **Personal qualities**

- Commitment to getting the best outcomes for all 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 uphold and promote the ethos and values of the school
- Ability to work under pressure and prioritise effectively
- Ability to maintain confidentiality
- Commitment to safeguarding and equality
- Highly motivated
- High expectations of all pupils, regardless of need
- Dependable and reliable, with a good record of attendance

**Notes:**

This job description may be amended at any time in consultation with the postholder.

**Last review date:**

**Next review date:**

**Headteacher/line manager's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Postholder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_