

# ADDERLEY PRIMARY SCHOOL

## JOB DESCRIPTION SENCO

### RESPONSIBILITIES

To be responsible for carrying out the professional duties of a teacher as set out in the current Teachers' Pay & Conditions Document and the Teachers' Standards document, demonstrating performance to threshold standards and to include the standards contained within the job description for Main Scale Teacher.

### PURPOSE OF THE JOB

Work in partnership with the Strategic Leadership Team to create an achievement culture where all children receive a high-quality education and have the opportunity to make at least good progress in order to achieve their maximum potential by co-ordinating and monitor the delivery of SEND provision throughout the school. Teach SEND children as required by the Strategic Leadership Team in KS1 or KS2.

### SEND RESPONSIBILITY

The leader of SEND will;

- Support teachers and learning support staff in the identification of the most effective teaching approaches for pupils with SEND
- Monitor teaching and learning activities to meet the needs of pupils with SEND
- Identify and teach study skills that will develop pupils' ability to work independently.
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND.
- Liaise with external agencies and build partnerships with Parents to ensure the best provision for Pupils with SEND.

### RECORDING AND ASSESSMENT

- Set targets for raising achievement among pupils with SEND
- Collect and interpret specialist assessment data.
- Set up systems for identifying, assessing and reviewing SEND
- Report to the Strategic Leadership and Governing Body on the effectiveness of provision for pupils with SEND
- Develop understanding of learning needs and the importance of raising achievement among pupils.
- Keep parents and carers informed about their child's progress.

### LEADERSHIP

- Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND
- Provide training opportunities for learning support staff and teachers to learn about SEND
- Disseminate good practice in SEND across the school.
- Identify resources needed to meet the needs of pupils with SEND; advise the leadership team of priorities for expenditure and manage the SEND budget.
- Attend Senior Leadership meetings when the SEND is an agenda item.
- Develop links with other professionals, agencies, governors and neighbouring schools.

### STANDARDS AND QUALITY ASSURANCE

- Support the aims and ethos of the school by adhering to the school vision.
- Set a good example in terms of dress, punctuality and attendance.
- Uphold the school's behaviour code and uniform regulations.
- Participate in staff training when relevant to the post.

### CONTINUING PROFESSIONAL DEVELOPMENT

The SENCO will be responsible for:-

- Participating in schemes of staff development and performance review.
- With support from line manager, developing their practise through coaching and mentoring.
- Reviewing from time to time their methods of teaching and programmes of work;
- Participating in arrangements for their further training and professional development as a teacher.

### **DISCIPLINE, HEALTH AND SAFETY**

The Teacher will be responsible for:-

- Maintaining good order and discipline among pupils in accordance with the policies of the school and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- Participating in meetings at the school which relate to the curriculum for the school or the cycle of school improvement and development.

### **COVER**

The SENCO will be responsible for: -

- Where required by the Strategic Leadership Team, supervising and teaching any pupils whose teacher is not available within the guidelines of the Local Authority and teacher associations.

### **ACCOUNTABILITY**

The SENCO will be accountable to the Strategic Leadership Team for the standards of attainment and achievement of the children they teach.

The Teacher will:-

- Plan and teach a personalise curriculum that meets all learners needs and promotes progress.
- Assess pupils in line with school systems and make assessment information available to senior staff in line with performance management criteria.
- Contribute to the creation and development of an organisation in which all staff recognise that they are accountable for the success of the school;
- Support the vision and ethos of the school through their words and actions and act as a role model for pupils, parents, students and other staff.
- Contribute to the establishment and monitoring of systems which keep parents well-informed about children's achievements and progress and encourage parents to help achieve challenging targets for their children;
- Challenge under-performance at all levels and ensure effective corrective action and follow up strategies.

### **LINE MANAGEMENT—RESPONSIBILITY TO AND FOR**

- 1) Responsible to The Strategic Leadership Team and the Governing Body.
- 2) Responsible for the standards of attainment and achievement in the pupils taught.
- 3) Responsible for the standards of attainment and achievement of pupils with Special Educational Needs.

### **CONDITIONS OF EMPLOYMENT**

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act, the required standards for Qualified Teacher Status, subsequent Orders in terms of duties and working time, also any local agreements, Local Authority circulars and guidelines giving interpretations of teachers' conditions of service.

### **REVIEW AND AMENDMENTS**

This job description is normally subject to an annual review. It may be amended at the request of the Head Teacher or the post holder but only after full consultation with the post holder. It will be signed if agreement is reached.

**COMPLAINTS**

If, following review and amendments, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Job Description and Person Specification issued by:

..... (Signature of Head Teacher)

Copy received by:

..... (Signature of Teacher)

Date: .....

**PERSON SPECIFICATION**

**SEND LEADER**

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>1. INITIAL QUALIFICATIONS</b>	1.1 Qualified Teacher status. 1.2 National Award for Special Educational Needs Coordination qualification	Accredited qualification for the assessing and teaching of pupils with specific learning difficulties.
<b>2. EXPERIENCE</b>	2.1 teaching at Key Stage 1 or 2 2.2 Qualified teacher with experience in the primary sector 2.3 Evidence of continuing professional development 2.4 Experience of leading a team of teachers on a curriculum initiative 2.5 Experience of training other teachers 2.6 Experience of setting targets and monitoring, evaluating and recording progress	Teaching the whole primary age range;  Dealing with a range of SEND.  Experience of budget management
<b>3. PROFESSIONAL KNOWLEDGE, SKILLS AND APTITUDE</b>	3.1 Strategies for meeting SEND in a mixed-ability class situation; 3.2 The SEND Code of Conduct and its practical application; 3.3 Behaviour-management techniques for groups and individuals. 3.4 Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills 3.5 Good understanding of factors promoting effective transfer of learners from one phase of education to the next. 3.6 Good understanding of the principles behind school improvement including, school improvement planning, monitoring, review and evaluation of progress 3.7 Empathise with the difficulties of SEND pupils in accepting the curriculum; 3.8 Organise and sustain systematic support from a variety of providers for a range of SEND; 3.9 Manage the coordination of teaching assistants in support of SEND pupils; 3.10 Advise and motivate teaching staff with SEND initiatives; 3.11 Present clearly a wide range of specialised information to both educationalists and non-educationalists; 3.12 Make consistent judgements based on careful analysis of available evidence. 3.13 Good communication skills, both written and oral 3.14 Confident in the use of information and communication technology	Using comparative information about attainment;  Funding-support mechanism for SEND;  The statementing process and the evidence needed;  The roles and responsibilities of educational psychologists and of learning and behaviour support services;  An understanding of the broader secondary and primary context and Government initiatives to raise achievement  Good understanding of the principles behind project management including, planning, monitoring, review and evaluation of progress
<b>4. PERSONAL ATTRIBUTES</b>	4.1 Willingness to share expertise, skills and knowledge 4.2 Sensitivity to the aspirations, needs and self esteem of others 4.3 Commitment to team working 4.4 Willingness to address challenging issues with clarity of purpose and diplomacy	
<b>5. OTHER JOB SPECIFIC REQUIREMENTS</b>	5.1 Ability to work cooperatively within a team 5.2 Display warmth, care and sensitivity in dealing with children 5.3 Self-evaluative and adaptable to changing circumstances and new ideas 5.4 Able to enthuse and reflect upon experience 5.5 Willingness to be involved in the wider life of the school 5.6 Ability to work flexibly 5.7 Ability to prioritise and manage time well 5.8 Excellent interpersonal/communication skills	
<b>6. SAFEGUARDING &amp; CHILD PROTECTION</b>	6.1 Committed to safeguarding and promoting the welfare of children and young people 6.2 Willingness to undergo an enhanced Disclosure and Barring Service (DBS) check is required for all successful applicants	