

Special Educational Needs Coordinator (SENCO) Job Description

Job Title: Special Educational Needs Coordinator (SENCO)

Grade of Post: Teacher Grade, plus SEN allowance

Hours of Work: 32.5 hours

Responsible to: Principal

Purpose of the Job:

The [Teachers Standards](#) produced by the DfE in September 2012 is the core document for practising teachers. This document defines the minimum level of practice and conduct expected from teachers.

The Trust has recognised the need to differentiate between Main Pay Scale and Upper Pay Scale Teachers with those taking on an additional responsibility for Special Educational Needs (SEN).

Teachers taking on the role of SENCO must complete the [National Professional Qualification for Special Educational Needs Co-ordinators](#), the [learning outcomes](#) of which define the standards which apply to SENCOs.

Responsibilities:

Teaching and learning:

- Identify and adopt the most effective teaching approaches for SEN students.
- Monitor teaching and learning activities to meet the needs of SEN students.
- Liaise with other schools to ensure continuity of support and learning when transferring SEN students.
- Promote Inclusion best practice and contribute to the aims and ethos of the school through membership of the senior leadership team and when possible, attendance at school events.

Recording and assessment:

- Set targets for raising achievement among SEN students and other groups as appropriate.
- Collect and interpret specialist assessment and performance data and share with other stakeholders as appropriate.

- Set up systems for identifying SEN, and assessing and reviewing SEN provision. This includes creating and monitoring EHC plans, provision maps with class teachers and learning support assistants.
- Update the Headteacher, Executive Leadership Team and Directors on the effectiveness of provision for SEN children.
- Keep parents informed about their child's progress through individual meetings and at parents' evenings.
- As necessary, prepare applications for Education Health Care (EHC) Plans; coordinate and attend annual reviews.
- Assist subject and phase leaders in making applications for additional support, time and/or specific papers for end of Key Stage assessments eg Access arrangements
- Maintain SEN register.
- Evaluate the effectiveness of provision.

Leadership:

- Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to SEN students
- Provide training opportunities for learning coaches and teachers to learn about Inclusion.
- Disseminate good practice in Inclusion across the school.
- Identify resources needed to meet the needs of SEN students and manage the SEN budget.
- Work with the Principal on the strategic development of SEN & Inclusion, including reviewing and formulating appropriate policies.
- To be responsible for the supervision and organisation of learning coaches, including their performance management.
- Support pupil progress meetings, recording agreed provision within provision maps.
- To be involved in the appointment of Learning coaches.
- To work with the Principal and other key staff on developing the effectiveness of transition arrangements between different stages eg Nursery, Y6-7, Y11 onwards
- Liaise with the Educational Psychology service and other specialist and support agencies to ensure advice is sought and acted upon to meet individual student needs.
- To keep abreast of developments in SEN (e.g. research, changes to the law) and inform staff and Governors as necessary.
- To attend appropriate training, CPD and conferences and provide feedback to colleagues. Across the Trust and outward facing CPD
- Lead CPD on inclusion matters as needed across the school.
- Liaise with the Principal to plan the overall deployment of learning coaches throughout the school.
- Liaise with leaders and all teachers in the successful deployment of learning coaches within key stages and year groups.
- Undertake SEN self evaluation, contributing to the school SEF and improvement plan and planning for continuous improvement in inclusion practice
- Model good practice in teaching students with SEN including those with severe complex needs in line with Code of Practice 2015
- Develop links with governors, the LA, external agencies and neighbouring schools.

This Criteria is to be read alongside the [Main Scale Teacher Job Description](#) and [Upper Pay Scale \(UPS\) Teacher Job Description](#) and is to be performed in accordance with the provisions of the current School Teachers Pay and Conditions Document. The

performance of these duties is under the reasonable direction of the Headteacher and Executive Leadership Team.

Teachers are expected to meet the Core Standards as set out in the Professional Standards for Teachers, 2012.

The Post holder's duties must be carried out in compliance with the school's Safeguarding policies, Equality policies, Information Security policies, Financial Regulations, Health & Safety at Work Act, and all other school policies.

These duties and responsibilities should not be regarded as exhaustive or exclusive as the post holder may be required to undertake other reasonably determined duties within the school, commensurate with the grading of the post, without changing the general character of the post.

The Job Description and allocation of particular responsibilities will be reviewed on a yearly basis and may be amended by the Head Teacher at any time after consultation.

The post holder must always comply with the [XP Trust Staff Code of Conduct](#) which includes the expectation to **read, understand and gain clarity around the professional documentation within the [XP Trust Staff User Guide](#) and [Staff Handbook Policies](#)**