

Role Profile: SENCO

Purpose

The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those for whom the Local Authority maintains EHCPs. The SENCO provides professional guidance to colleagues and works closely with staff, parents and other agencies.

Key Accountabilities

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN and keeping it under regular review
- Liaising with and advising fellow teachers, including the coordination of support from any Learning Support Assistants and the ongoing guidance towards the provision of high quality, differentiated and individualised teaching
- Liaising with the relevant Designated Teacher when a looked after pupil has SEN, including contributing to the Personal Education Plan
- Advising on the deployment of the school's budget and other resources to meet pupils' needs effectively, including any Local Authority top-up/high needs funding
- Liaising with parents/carers of pupils with SEN
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Working with the Headmaster to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements, ensuring that the school keeps the records of all pupils with SEND up to date and transfers SEND records to next schools/institutions accordingly
- Operating at all times within the terms of the school's admissions policy for SEN, including the publication of the accessibility plan
- Oversight and maintenance of effective record keeping systems for children with SEN
- Maintaining a culture of high expectations that expects those working with children and young people with SEN to include them in all opportunities available to other children, so that they learn, participate and achieve the best possible outcomes
- Ensure any Early Years practitioners review children's progress and share a summary with parents
- Liaise closely with the Designated Safeguarding Lead with regard to any early help required for individual children, and to ensure their welfare, health and safety are promoted.

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

Person Specification

	Essential	Desirable
Experience & Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Degree or equivalent • National Award for SEN Coordination or willingness to complete within three years of appointment • Certificate in Psychometric Testing, Assessment and Access Arrangements, or willingness to complete within the first year of appointment 	<ul style="list-style-type: none"> • Experience of working in a through-school setting • Involvement in self-evaluation and development planning
Skills	<ul style="list-style-type: none"> • Excellent teacher performance in the classroom, including the ability to utilise an effective range of teaching and learning styles • Sound knowledge of the SEND Code of Practice • Clear understanding of the characteristics of outstanding teaching and of effective intervention strategies • Ability to work under pressure and meet competing deadlines • Good understanding and competence in ICT • Excellent communication skills, both written and verbal • Ability to set and uphold high expectations for pupil behaviour • Working effectively as part of a team; building positive working relationships with colleagues, pupils, parents and other agencies as appropriate • Committed to raising academic standards • High levels of self-motivation, energy and enthusiasm for the education of young people 	

	Essential	Desirable
Other	<ul style="list-style-type: none">• Ability to lead and motivate a high performing team• Ability to respond flexibly and adapt to changing and challenging circumstances• Ability to persuade, negotiate, influence and motivate others• Ability to maintain strict confidentiality of information received and process as part of the job role• Ability to set and maintain high standards• Ability to project a professional image for the school• Willingness to undertake appropriate training• Willingness to deliver appropriate training within the school as deemed necessary by the Headmaster	