

## St Mark's C.E. Junior School

### Job Description

**Job title:** SENCO 0.4

**Purpose:** To lead, manage, develop and maintain high quality SEN provision which enables quality teaching, excellent learning outcomes and success for all pupils.  
To model effective teaching, to coach and train colleagues and to teach, as appropriate, across the school.  
To keep all aspects of paperwork including records and policies up-to-date and actioned as appropriate

**Responsible to:** The Head of School

### Professional duties and responsibilities

- Complete National SENCO Award
- Developing, implementing and monitoring policy across the school
- Co-ordinating provision for children with SEND, LAC and PLAC
- Supporting teachers and TAs to provide excellent provision within the classroom
- Leading staff development
- Liaising with Inclusion Lead and Pupil Premium Lead, evaluating the impact provision
- Liaising with parents and external agencies including making referrals
- Teaching individuals and groups of pupils as required
- Monitoring and evaluating the impact of provision using a variety of methods

### Teaching and learning

1. Identify, adopt and organise the most effective teaching approaches for SEND/EAL pupils.
2. Monitor teaching and learning activities to meet the needs of SEND/EAL pupils.
3. Liaise with other schools to ensure continuity of support when transferring SEN/EAL pupils.

### Recording and assessment

1. Set targets for raising achievement among SEND/EAL pupils and other groups as appropriate.
2. Collect and interpret specialist assessment and performance data and share with other staff and Governors as appropriate.
3. Set up systems for identifying SEN, and assessing and reviewing SEND provision. This includes creating and monitoring provision maps with class teachers and TAs.
4. Update the Head of School/Local Governing Body on the effectiveness of provision for SEND.
5. Inform parents about their child's progress through individual meetings and at parents' evenings (along with the class teacher).
6. As necessary, prepare applications for EHCPs, EHAs etc
7. Co-ordinate and attend annual reviews and TAC meetings
8. Maintain an up to date SEN register
9. Evaluate the effectiveness of interventions.

## **Leadership**

1. Encourage all members of staff to recognise and fulfil their statutory responsibilities to SEND
2. Organise training opportunities for Teaching Assistants, and other teachers to learn about Inclusion, including whole-school CPD.
3. Disseminate good practice in Inclusion across the school.
4. Identify resources for SEN/EAL pupils and advise the Headteacher of priorities for expenditure.
5. Work with the Head of School and LGB on the strategic development of SEN & Inclusion, including reviewing and formulating appropriate policies.
6. To be responsible for the supervision and organisation of TAs, including performance management of some teaching assistants
7. Support Pupil Progress Meetings, recording agreed provision within provision maps.
8. To be involved in the appointment of TAs (General and one-to-one), HLTAs, PPC, ELSAs etc.
9. Liaise with the Educational Psychology Service and other support agencies.
10. To keep abreast of developments in SEN etc and inform staff and LGB as necessary.
11. To attend appropriate training, CPD and conferences and provide feedback to colleagues.
12. Lead CPD on inclusion matters as needed across the school.
13. Work with the Head of School and Head of Learning Development to plan the overall deployment of TAs throughout the school.
14. Undertake SEN self-evaluation, contributing to the school SEF and SDP for continuous improvement in inclusion practice
15. Model good practice in teaching pupils with SEN including those with complex needs.

## **Standards and quality assurance**

1. Support the aims and ethos of the school, including its Church of England character;
2. Set a good example in terms of dress, punctuality and attendance;
3. Attend and participate in open days/evenings as necessary;
4. Uphold the school's behaviour code and uniform regulations;
5. Participate in staff training;
6. Attend training days, team and staff meetings;
7. Develop links with Governors, Directors, SRET colleagues, LAs and external agencies.

## **SPECIAL CONDITIONS OF SERVICE**

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview. Because this post allows substantial access to children, a successful DBS check will be needed before the candidate can take up the post.