



## Special Educational Needs Coordinator (SENCO) Job Description

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.

<b>JOB TITLE</b>	Special Educational Needs Coordinator
<b>PAYSCALE</b>	Main Pay Scale + SEND allowance for qualified SENCO
<b>JOB PURPOSE</b>	The SENCO, under the direction of the headteacher, will: <ul style="list-style-type: none"><li>• Determine the strategic development of special educational needs (SEN) policy and provision in the school.</li><li>• Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability</li><li>• Provide professional guidance to colleagues, working closely with staff, parents and other agencies</li><li>• The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD</li></ul>
<b>ACCOUNTABLE TO</b>	Headteacher and Deputy Headteachers

### General Responsibilities

The Special Educational Needs Coordinator will:

- Undertake the normal responsibilities of the class teacher and maintain a teaching commitment (up to 0.5FTE)
- Be a member of the senior leadership team and safeguarding team as one of Salisbury's designated safeguarding leads (DSL).

### Duties and responsibilities

#### Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school development plan.
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

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

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, 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 including Occupational Therapy Service, Brent Outreach Autism Team (BOAT), Brent Deaf and Hearing Support Service (BDHSS) and Brent Vision Impairment Service (BVIS)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

### **Support for pupils with SEN or a disability**

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support 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 SEN or a disability

### **Wellbeing**

- Be a key point of contact for external agencies including Place2Be and Early Help.
- Manage the ELSA provision to ensure early intervention to support pupil's emotional literacy
- Promote pupil leadership of wellbeing by supporting the recruitment, training and supervision of Peer Mediators
- Develop, implement and evaluate Salisbury's wellbeing action plan
- Obtain and maintain qualification as a Mental Health First Aider
- Obtain and maintain the Senior Mental Health lead qualification

### **Leadership and management**

- 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 INSET for staff
- 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 SEN or a disability
- Lead and manage support staff working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis



**SALISBURY PRIMARY SCHOOL**  
**Special Educational Needs Coordinator (SENCO)**  
**PERSON SPECIFICATION (essential criteria will be the key criteria for shortlisting)**

EXPERTISE	Essential Criteria for Shortlisting	Desirable criteria for Shortlisting
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Degree</li> <li>• Qualified teacher status</li> <li>• Exemplary and substantial (4+ years) teaching within the primary age range</li> <li>• Experience of teaching in several Key Stages</li> <li>• NPQ SENCO (National Professional Qualification for Special Educational Needs Coordinators), or a willingness to complete it within 3 years of appointment</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Teaching experience that includes planning, implementing and evaluating interventions for pupils identified as having a Special Educational Need or Disability.</li> <li>• Experience of working at a whole-school level</li> <li>• Involvement in self-evaluation and development planning</li> <li>• Experience of conducting training/leading INSET</li> </ul>	Experience of gathering evidence for access arrangements
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Sound knowledge of the SEND Code of Practice</li> <li>• Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>• Ability to plan and evaluate interventions</li> <li>• Data analysis skills and the ability to use data to inform provision planning</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to build effective working relationships</li> <li>• Ability to influence and negotiate</li> <li>• Good record-keeping skills</li> </ul>	Knowledge of the process of school improvement.
<b>Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>• Ability to be organised and flexible</li> <li>• Ability to arrange daily cover and ensure the smooth running of the school</li> <li>• Ability to plan/ allocate/ delegate support &amp; evaluate work undertaken by groups/ teams/ individuals</li> </ul>	
<b>Standards</b>	<ul style="list-style-type: none"> <li>• Evidence of raising standards</li> <li>• Ability to follow behaviour strategies and policies within the school</li> <li>• Successful experience of promoting the progress and achievement of more able pupils</li> </ul>	Knowledge of the Ofsted Inspection Framework



<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Understanding of principles of effective teaching &amp; learning &amp; ability to promote a culture of learning throughout the school</li> <li>• To be a teaching role model to other staff</li> <li>• Experience of coaching and mentoring teachers to raise standards</li> <li>• Successful experience of monitoring, evaluating &amp; improving the quality of teaching and learning</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and equality</li> <li>• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</li> <li>• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Ability to manage change sensitively</li> <li>• Ability to manage time well, prioritise effectively and work under pressure to deadlines</li> <li>• Effective interpersonal, communication &amp; presentation skills.</li> <li>• Ability to write clearly and accurately and communicate effectively with an appropriate sense of audience.</li> <li>• Resilience, flexibility &amp; ability to retain a sense of perspective</li> <li>• Self-motivation</li> </ul>	
<b>Ethos and Inclusion</b>	<ul style="list-style-type: none"> <li>• Understanding of factors which create barriers to learning &amp; ability to implement appropriate strategies for reducing inequality/promoting social inclusion</li> <li>• Ability to create/maintain environment which promotes good behaviour/ discipline</li> </ul>	
<b>Relationship with Parents &amp; Wider Community</b>	<ul style="list-style-type: none"> <li>• Successful experience of creating/ maintaining effective partnerships with parents and the community, to support pupils' learning</li> </ul>	
<b>Deployment of Staff and Resources</b>	<ul style="list-style-type: none"> <li>• Ability to manage, monitor and review the use of all available resources to ensure best value.</li> </ul>	Experience of recruiting, selecting and deploying staff
<b>Suitability to work with children</b>	<ul style="list-style-type: none"> <li>• Ability to form/ maintain appropriate relationships &amp; personal boundaries with children and young people</li> <li>• Appropriate attitudes to use of authority &amp; maintaining discipline</li> <li>• Emotional resilience in working with challenging behaviour</li> </ul>	

Please note that your written statement must specifically address the person specification and NOT the Job description, and please give practical examples to demonstrate how you fulfil the different criteria.