

SENCo/Inclusion Leader

Job Description

Purpose of the job

To work closely with the Headteacher, senior leaders and colleagues in the strategic development of the school's Disabilities and Special Educational Needs (SEND) policy and oversee the day-to-day operation of the policy with the aim of raising SEND pupil achievement

Reporting to

The Headteacher

Responsibilities of the post of the SENCo are, with regard to:

a) The strategic direction of Disabilities and Special Educational Needs (SEND) provision

- Assist the Headteacher and Governors with the strategic development of SEND policy and provision
- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum
- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning
- Monitor the quality of support for pupils with SEND by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed
- Alongside the Headteacher analyse and interpret relevant school, local and national information relating to pupils with SEND to maximise achievement
- Ensure that the objectives of the SEND policy are reflected in the School Development Plan.
- Liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure the continuity of educational provision for pupils with SEND
- Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately
- Have up-to-date knowledge of national and local initiatives which may impact upon policy and practice
- Contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines

b) Teaching and Learning including the Progress and Achievement of Pupils

- Support the identification of, and disseminate, the most effective teaching approaches for pupils with SEND
- Monitor the achievements, welfare and behaviour of pupils, and to follow up the progress reviews, liaising with staff and parents when appropriate
- Liaise with local authorities, feeder schools particularly regarding transition, and external agencies such as, Pupil Entitlement, EP, Alternative Education providers etc
- Influence the whole Teaching and Learning policy to promote aspects of inclusive teaching.
- Provide opportunities for observation of colleagues/visits to other schools in order to share best practice
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice



- Work with pupils, subject leaders, class teachers to ensure realistic expectations of behaviour and achievement is set for SEND pupils
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum
- Oversee and monitor the quality of targets and other support plans, maintaining detailed information for subsequent meetings with parents
- Develop systems for colleagues to monitor and record progress made by pupils with SEND towards the achievement of targets and support plans
- Review targets and support plans with parents, pupils, teachers and agree and communicate new targets
- Support the Headteacher in meeting statutory responsibilities for SEND EHCPs and their Annual Review
- Lead the Annual Review meetings for pupils with an EHCP of special needs

c) Leadership and Management

- Lead the SEND Team and to make a contribution to the evaluation of the work of the team
- Contribute to the School Development Plan
- Share good practice with colleagues
- Support the professional development of all staff, including newly qualified teachers and initial teacher training students
- Line-manage effectively staff connected with the SEND Team
- Advise the Headteacher on all staffing matters within the team
- Appraise specified colleagues on an annual basis as required
- Encourage all staff to recognise and fulfil their statutory responsibilities
- Identify the training needs of staff and organise / coordinate INSET to be delivered by other professionals
- Disseminate procedural information such as recommendations of the code of practice or the schools own SEND policy
- Provide regular information to the Headteacher, governing body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision-making and policy review.
- Efficient and effective deployment of staff and resources
- Provide advice to Headteacher/SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND
- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including IT
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school
- Ensure website is kept up to date with SEND information and guidance

d) Other Professional Requirements

- Maintain teachers' professional standards at all times
- Co-operate with the other members of staff in maintaining the school philosophy, policies and ethos, working as part of the school team
- Take responsibility for own professional development and keep up-to-date with research of all kinds, relating to school and own professional development
- Have a good understanding of, and commitment to, child protection, safeguarding, health and safety and promoting the welfare of pupils in your care
- Operate at all times within the stated policies and practices of the school



- Set a good example through own presentation, personal and professional conduct
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- Work with colleagues, parents, other schools and the community for the benefit of the school and to attend major school functions
- Make a contribution to the full life of the school

Safeguarding

Parklands Community Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

All successful candidates will be subject to DBS checks, along with other relevant employment checks.

Notwithstanding the details in this job description, the job holder will undertake such duties as may be determined by the Headteacher from time to time, up to, or on a level consistent with, the principal responsibilities of the job.

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job, and, in addition, as a term of your employment, you will be expected to comply with any request from the Headteacher to undertake other tasks as may reasonably be required.

The school reserves the right to update or amend your job description, in consultation with you, to reflect changes in, or to, your job.



SENCo Person Specification

Qualifications and experience	Essential / Desirable
Qualified Teacher Status	E
Educated to degree level	E
Evidence of recent professional development	E
SENCo qualification or willingness to undertake qualification	E
Experience	
Teaching experience in the primary range	E
Proven ability as an excellent classroom teacher	D
Experience of inter-agency work	E
Experience of working with SEND, more able / gifted and talented pupils	D
Professional knowledge, skills and understanding	
Knowledge of the relevant legislation - SEN Code of Practice, equal opportunities and disability discrimination	E
Knowledge of the Primary National Curriculum	E
Knowledge of how the curriculum can be extended for the more able	E
A knowledge of strategies that enable high quality and standards in learning and teaching	E
Inclusion and strategies for engaging all learners	E
Achieving and sustaining high standards	E
An understanding of the importance of partnerships with parents	E
Knowledge of the range and type of interventions available and the ability to apply these in the context of the school's resources and the pupils	E
Child Protection and Safeguarding procedures	E
Knowledge of current inclusion issues	E



Professional Skills and Abilities	Essential / Desirable
Using a positive approach to promote learning	E
Ability to analyse, prioritise and meet deadlines	E
Ability to use assessment data to report on pupils' performance to the SLT and Governors	E
Ability to use IT to support the curriculum and the school	E
Must be able to use assessments of pupils learning to inform future planning	E
Ability to plan and work collaboratively with colleagues	E
Ability to develop and maintain positive relationships with parents and children	E
Personal Qualities and Values	
A commitment to inclusive education and willingness to respond to the needs of the individual learners with sensitivity	E
Good interpersonal and communication skills	E
A positive and resilient individual with drive, integrity and a cheerful disposition	E
Open minded, the ability to self-evaluate and adaptable to change	E
Willingness to make a contribution to the full life of school	E
Have high expectations of everyone	E
Safeguarding	
<p>In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	E

