



Special Educational Needs Coordinator (SENCO)

Job Description

Purpose

The SENCO takes responsibility for provision made by the school for students with SEND and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all students.

He/She is ultimately responsible to the Headteacher but will work with a member of the Leadership Team through the Line Management process.

At a strategic level the SENCO will:

- Contribute effectively to the development of a positive ethos and culture of high expectations in which all students have access to a broad, balanced and relevant curriculum and which contributes to students' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life.
- Ensure the objectives of the SEND policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed.
- Set standards and provide examples of best practice for other teachers and Student Support staff in identifying, assessing and meeting students' SEND within and outside of the classroom.
- Monitor the progress of SEND students and ensure that actions taken have a positive impact on the progress of SEND students so that it is good or better.
- Implement, monitor and evaluate intervention strategies designed to address any areas of underachievement and revise and adjust these as necessary
- Contribute to transition programmes to ensure that SEND students are appropriately supported at key points in their school career

The SENCO is expected to have detailed knowledge and understanding of...

- The characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of student achievement and how those strategies can be used to support students with SEND;
- How information and communication technology can be used to help students gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching students with SEND;



- Relevant research, national inspection evidence and legislation, including the SEND Code of Practice and equal opportunities legislation and how these apply to students with statements as well as those without;
- The requirements to communicate information effectively to LAs, external agencies, parents and other schools or colleges on transfer;
- How to contribute to the professional development of other staff in relation to students with SEND; including how to recognise and deal with stereotyping in relation to disability or race
- The purpose of individual education plans, including leading their formulation and planning their implementation and review.

The SENCO is responsible for planning and setting expectations and is required to:

- Analyse and interpret relevant national, local and schools data plus research and inspection evidence to inform the SEND policy, practices, expectations, targets and teaching methods.
- Work with students, subject leaders, Progress Leaders and class teachers with tutorial/pastoral responsibilities to ensure that high expectations of progress and attitude to learning are set for students with SEND.

With regard to teaching and managing student learning the SENCO will:

- Be a good and increasingly outstanding teacher who acts as a role model for staff through their active contribution to teaching SEND students
- Identify and disseminate the most effective teaching approaches for students with SEND.
- Monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of students with SEND.
- Support the development of improvements in literacy and numeracy as well as improving access to wider curriculum.
- Identify and develop study skills to support students in their ability to work independently and learn more effectively.
- Lead and develop effective liaison between schools to ensure there is good continuity in terms of support and progression in learning when students with SEND transfer.
- Ensure examination access arrangements are in place in line with JCQ requirements



The SENCO is responsible for assessment and evaluation of SEND practice. He/she is required to:

- Collect and interpret specialist assessment data gathered on students and use it to inform practice.
- Devise, implement and evaluate systems for identifying, assessing and reviewing students' SEND in relation to the school's SEND policy.
- Provide regular information to the Headteacher and Governing Body on the evaluation of the effectiveness of provision for students with SEND, to inform decision-making and policy review.

The SENCO will take the lead in promoting the achievement and progress of SEND students. This will be achieved by:

- Supporting staff in understanding the learning needs of students with SEND and the importance of raising their achievement.
- Monitoring the progress made in setting objectives and targets for students with SEND, assisting in the evaluation of and the effectiveness of teaching, learning and support using the analysis to guide further improvement.
- Ensuring the establishment of opportunities for themselves, Teaching Assistants and other teachers to review the needs, progress and targets of students with SEND.

The SENCO is required to promote and develop positive relations with students, parents and the wider community.

- Develop and maintain effective partnerships between parents and the school's staff so as to promote students' learning; communicate effectively; providing information to parents about targets, achievements and progress.
- Develop effective liaison with external agencies in order to provide maximum support for students with SEND.

The SENCO takes responsibility for managing his/her own performance and development

- Chair reviews, case conferences and meetings effectively.
- Judge when to make decisions, and when to consult with others including external agencies.
- Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues.
- Take responsibility for their own professional development.



The SENCO also has a responsibility for managing and developing staff and other adults who work with students with SEND.

- Encourage all members of staff to recognise and fulfil their statutory responsibilities to students with SEND.
- Advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to students with SEND and provide support and training to trainee, newly qualified teachers and all other colleagues in relation to students with SEND, understanding their needs and importance of raising their achievement.
- Support staff by ensuring that all those involved have the information necessary to secure improvements in teaching and learning, disseminating good practice in SEND across the school in relation to Teacher Standards.

The SENCO contributes to the management of resources allocated to SEND including Teaching Assistants. He/she will:

- Establish staff and resource requirements to meet the needs of students with SEND, advise the Headteacher, Senior Leadership Team and Governing Body of likely priorities for expenditure and allocate resources made available with maximum efficiency to maximise students' achievements and to ensure value for money.
- Deploy, or advise the Headteacher on the deployment of staff involved in working with students with SEND to ensure the most efficient use of teaching and other expertise.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- Use accommodation to create an effective & stimulating environment for the teaching & learning of the subject.
- Ensure that there is a safe working & learning environment in which risks are properly assessed and addressed.