

Special Educational Needs Coordinator

Job Description/Person Specification

Overview of the role

- The SENCo has responsibility for day-to-day operation of the setting's SEND policy and for coordinating provision for learners with SEND.
- SENCos should adopt the key principles of an effective SENCo which include a focus on: their own professional development; leading, developing and supporting colleagues; working in partnership with learners, families and other professionals.

Responsibilities, Knowledge and Skills

Key Responsibilities

The key responsibilities that are likely apply to all SENCo positions include:

- Inspire inclusive practice and to ensure the best possible outcomes for pupils with SEND; including completion of a setting self-evaluation (East Sussex Quality Mark for Inclusion) and action planning for continuous improvement in inclusion practice, contributing to the school improvement plan
- Work with the headteacher and governing body to ensure that the setting meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements including providing a SEND perspective across the whole school framework; including reviewing and writing appropriate policies
- Overseeing the day-to-day operation of the school's SEND policy; including maintaining the setting's SEN register
- Ensure effective systems for identifying SEND and assessing and reviewing SEND provision are in place; including creating and monitoring additional needs plans, provision maps with staff and as necessary, prepare applications for Education, Health and Care Plans (EHCPs), monitor and review provision and co-ordinate and attend annual reviews
- Co-ordinate and monitor the impact of provision for pupils with SEND; supporting target setting for pupils with SEND, collecting and interpreting specialist assessment and performance data and share with other staff, Headteacher and Governors as appropriate
- Advise setting staff on the graduated approach and evidence based, best practice strategies and interventions to ensure that all pupils with SEND in their classes make progress, as well as ensuring the social and emotional wellbeing of their pupils
- Support staff in further assessment of a pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support
- Support the professional development of setting staff; including leading on national and local policies related to SEND and initiating and developing approaches across the setting ensuring all staff recognise and fulfil their statutory responsibilities to pupils with SEND
- Ensure that the records of all pupils with SEND are accurately maintained; reviewing and monitoring school systems

- Advise the senior leadership team on the deployment of the school's delegated SEN notional budget and other resources to meet pupils' needs effectively
- Support the efficient/effective deployment of staff and resources; including supervision and of learning support assistants, involvement in the appointment of Teaching Assistants
- Liaise with: parents of pupils with SEND, educational psychologists, health and social care professionals, and independent or voluntary bodies, external agencies, especially ISEND support and intervention teams, other setting staff including next provider of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

Key Knowledge, Skills and Experience

The key knowledge, skills and experience that are likely apply to all SENCo positions include

- Qualified Teacher Status - essential
- Teaching experience in a relevant setting with evidence of delivering high quality inclusive teaching and learning
- Strong commitment to raising educational attainment for pupils with SEND
- Up-to-date knowledge on identifying and support pupils with SEND
- Understanding of evidence based, best practice strategies and interventions to improve access to all lessons for pupils with SEND
- National Award for Special Educational Needs Coordination (NASENCO) or ability and willingness to achieve the qualification within 3 years of undertaking the role; a willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments – essential
- Excellent, effective communication skills; oral and written
- Ability to build and maintain good productive working relationships with colleagues
- Good coaching, influencing and negotiating skills that demonstrate empathy and emotional intelligence;
- Ability to assess, analyse and problem solve and actively contribute to raising performance of pupils with SEND
- Good organisation and time management skills
- Ability to quality assure provision including carrying out effective lesson observations
- Understanding of budgets including budget monitoring, costed provision mapping and deployment of the SEN notional budgets
- Ability to effectively allocate resources including additional adults to support pupils with SEND to achieve best outcomes
- Ability to motivate and inspire confidence in pupils, staff, parents and the wider community in order to further develop and promote the school.
- ICT and its effective use as a management tool as well as across the curriculum to enhance teaching and learning