



Special Educational Needs and Disability Co-ordinator (SENCO) Job Description

Post:	Special Educational Needs and Disability Co-ordinator (SENCO). Head of Emmaus Learning Support
Responsible To:	Senior Assistant Headteacher
Salary:	TMS/UPS + TLR1E
Contracted Hours:	Full Time
Pension:	Teacher Pension Scheme (it will be assumed that you will be part of this scheme unless you opt out)
Start Date:	September 2023

Main purpose as the Head of Department for learning support (Emmaus):

- Determine and advise on the strategic development of special educational needs and disability (SEND) policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENDCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD, including teaching subject areas as required in curricular plan
- Provide strategic management for Communication, Visual Impairment (VI) & Hearing Impairment (HI) resource provisions. Line manage administrative SEND staff and ESAs (Emmaus Support Assistants).

Duties and responsibilities

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the department, monitoring and reviewing the quality of provision

- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether department funding is being used effectively, and suggest changes to make use of funding more effective
- Evaluate the curriculum offer for SEND pupils under the direction and support of Headteacher
- Contribute to wider school policies such as literacy and numeracy
- Monitor and evaluate the departments progress towards pupils academic outcomes, EHCP outcomes and other whole school priorities

Operation of the SEND policy and co-ordination of provision

- Manage the Annual Review process for the department
- 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 SEND support
- Advise on the use of the school's SEND budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer and cascade information to colleagues
- Work with other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN, or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Ensure the school is equipped with adequate equipment and facilities for SEND, including wheelchair access and audio-visual learning aids

Support for pupils with SEN or a disability

- Identify a pupil's SEND through the graduated approach
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil as outlined in EHCPs
- Ensure accurate records are maintained and kept up to date
- Review and develop 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 disability
- Provide a lead on Access Arrangements for the school
- Work across school departments and secure the success of pupils with SEND

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 for the governing board as required
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and plan how to meet these needs
- Lead CPLD for teaching staff and learning support department colleagues
- Share procedural information, such as the school's SEND policy, Local school's offer page
- Promote an ethos and culture that supports the school's SEND policy that promotes excellent outcomes for pupils with SEND or a disability
- Lead and manage the education support coordinators, specifically Head of Departments, specialist provisions, administrators and Emmaus Support Assistants working with pupils with SEN or a disability
- Lead the department mentoring
- Lead Access Arrangements procedures and practices across the school

Generic Teacher Job Description

All members of staff are responsible for implementing the vision of St Paul's and the Code of Conduct.

To be an effective and reflective teacher in the classroom and form tutor will include:

All Qualified Teachers

- Building positive relationships with pupils which provide a safe and happy environment in which they can do the best that is possible (**Professional Standards for Teachers (PST : 1a, 1c, 2e)**)
- Teach appropriately challenging, engaging and well-organised lessons that are designed, as part of an overall sequence of lessons, to enable pupils to make progress in their learning (**PST : 4a, 4b, 4c, 4d, 5a)**)
- Enable pupils to develop their understanding and grasp of the learning competencies and skills (**PST : 3b, 3c, 4b, 5c)**)
- Have a secure knowledge and understanding of the subject and course requirements (**PST : 3a, 4d, 6a)**)
- Following schemes of work and planning to ensure that all pupils have the opportunity to reach their potential in lessons irrespective of academic ability (**PST : 1b, 2b, 2d, 3a, 4a, 4d, 5d)**)
- Reviewing and reflecting on lessons taught to aid future planning (**PST : 4c, 5c, 6c)**)
- Regular formative and summative assessment of pupils work in the context of the departmental assessment policy and cycle which will inform future planning and impact upon pupil progress (**PST : 6a, 6b, 6c, 6d)**)
- Contributing to the development of teaching and learning in the department by sharing good practice and resources (**PST : 4d, 8a, b, d)**)
- Developing the clear understanding of the levels and grades at all key stages which is necessary to inform planning and assessment procedures (**PST : 6a, b, c, d)**)
- Ensuring that progress checks and reporting to parents follow school guidelines and are of the highest professional standards, as well as providing accurate and constructive feedback and appropriate targets (**PST : 8e, 6a, 6d)**)

- Creating and using opportunities with schemes of work for the spiritual and moral development of pupils **(PST : 1c, 4b, 4d, 7a, 5c)**
- Creating and maintaining an attractive, well-managed and ordered learning environment in the classroom **(PST : 1a, 7c)**
- Rewarding and celebrating pupils' achievement **(PST : 7b)**
- Regular setting and checking of homework **(PST : 4b)**
- Working in partnership with a mentor to evaluate, review and develop classroom practice **(PST : 4c, 8b, 8d)**
- Attending meetings to develop further classroom practice, quality of teaching and learning, and pastoral care in the school **(PST : 4c, 8b, 8d)**
- Be aware of and understand how to respond and provide for pupils from different backgrounds, who have English as an additional language or who have a special need **(PST : 1b, 2a, 2d, 5a, 5b, 5d)**
- Understand how to identify concerns, such as neglect or abuse, that may affect a child and know the arrangements for referring these concerns within school **(PST : 7d, 8a, 8b)**
- Understand the professional duties of teachers and the statutory framework within which they work **(PST : Section :2a)**

Post-Threshold Teachers

- Contributing significantly to the implementation of school policies and practice and promoting collective responsibility for this.
- Have an extensive knowledge and understanding of the process of learning and teaching and how best to enable pupil to achieve his or her potential.
- Have an extensive and well-informed understanding of relevant subject and course requirements including assessment and the appropriateness of different courses for different learners.
- Have a more detailed knowledge and understanding of their subject and how pupils and learning progresses within it.
- Have sufficient depth of knowledge and experience to give advice on the development and well-being of pupils.
- Be flexible, creative and adept and designing schemes of work, lessons and sequences of lessons that are effective, consistently well-matched to learning objectives and which enable pupils to make good progress in their learning. The lessons will integrate recent developments relating to their subjects and to learning competencies.
- Have teaching skills and a relationship with pupils that enable them to make better progress than might be anticipated and enables them to meet their school targets.
- Promote collaboration and work effectively as a team member both within and beyond the department.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback.

Form Tutor

- Day to day pastoral care of a tutor group.
- Delivering an effective PSHE curriculum to the tutor group.
- Praying with the tutor group each morning and working with the form to plan and prepare form assemblies when required.
- Taking a register, monitoring punctuality and attendance and forwarding concerns to the year leader

- Monitoring the use of pupil planners and signing them to ensure effective use
- Academic mentoring of up to twenty pupils
- Promoting good behaviour in the tutor group
- Active encouragement and facilitation of pupils to serve each other, the school and the wider community through service projects
- Referring information and causes for concern to the Designated Person, EAL department, Learning Support department or Year Leader/Chaplaincy & Pastoral Assistant as appropriate

Any other tasks as directed by the Line Manager which fall within the remit of the post.

Specific Responsibilities:

(To be negotiated with the successful candidate)

St Paul's Catholic School is committed to the safeguarding of children and expects all staff and volunteers to share this commitment. All appointments are subject to a satisfactory enhanced DBS declaration.