

**Job description and person specification:**

**Special Educational Needs Co-ordinator (SENCO) & Phase Leader**



**Harper Bell Seventh-day Adventist Primary School**

## **Job description: Special Educational Needs Co-ordinator & Phase Leader**

### **Job details**

**Job title:** Special educational needs co-ordinator (SENCO) & Phase Leader

**Salary:** £45,535.00 (M6 plus TLR1) based upon current experience

**Hours:** 32.5

**Contract type:** Full time/ Permanent

**Reporting to:** Headteacher & Governing Body

### **SENCO**

#### **Main purpose**

The SENCO, under the direction of the headteacher, will:

- › Determine the strategic development of special educational needs (SEN) policy and provision in the school
- › Execute the role of a deputy Designated Safeguarding Leader
- › 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
- › Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- › The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

### **Phase Leader**

#### **Main purpose**

- › The key stage 1 leader will be responsible for providing leadership and management of the school's key stage curriculum, delivering high-quality teaching and effective use of resources. They will work to improve learning standards and achievement for all pupils.
- › As a key stage 1 leader, they will contribute to whole-school self-evaluation and school improvement planning, and be responsible for mentoring and developing staff within the key stage. They will offer guidance and support to key stage teaching staff, modelling best practices and showing up-to-date knowledge of current theory and practice.

### **Duties and responsibilities**

- › Accountable for the development and quality of teaching and learning within phase.
- › Oversee the use of schemes of work and their delivery, and measure impact on teaching and learning
- › Work with other teachers to review the curriculum and make sure there is continuity and progress
- › Develop pupil behaviour and discipline policies, where needed, to help build an environment where high standards of learning behaviour are encouraged
- › Lead a whole school core curriculum subject

### **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 improvement plan (SIP)
- › 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, 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

### **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

### **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 improvement 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

### **Other areas of responsibility**

The SENCO/ Phase Leader 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/ Phase Leader will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the head teacher.

## Person specification: Special Educational Needs Co-ordinator & Phase Leader

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>➤ Qualified teacher status</li> <li>➤ National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment</li> <li>➤ Degree</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>➤ Teaching experience (a minimum of 3 number of years' experience]</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> <li>➤ Teaching within the primary phase, including evidence of outstanding teaching directly linked to key stage 1 delivery</li> <li>➤ Team leadership, including during school development</li> <li>➤ Responsibility for whole-school key stage leadership or equivalent, providing strategic and practical oversight</li> <li>➤ Developing and delivering staff development programmes</li> <li>➤ Implementing teaching and learning strategies to improve pupil progress and attainment</li> </ul>
<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>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <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>➤ Ability to work under pressure and prioritise effectively</li> <li>➤ Commitment to maintaining confidentiality at all times</li> <li>➤ Commitment to safeguarding and equality</li> </ul>