



# ROXETH PRIMARY SCHOOL

## Special Educational Needs Coordinator (SENco)

### Job Description

#### Role Summary:

- The current *School Teachers' Pay and Conditions Document* (STPCD) describes duties which are required to be undertaken by teachers in the course of their employment. In addition, certain particular duties are reasonably required to be exercised, and completed in a satisfactory manner. It is the contractual duty of a senior teacher (TLR postholder) to ensure that his/her professional duties are discharged effectively.
- In addition to those professional responsibilities which are common to all classroom teachers in school, the post holder's key accountability will be to provide opportunities to lead on SEN across the school
- This job description sets out the duties to be undertaken and performed to the satisfaction of the Headteacher and the Governing Body by the TLR postholder for SEN. The duties set out below relate to the overall duties and responsibilities of such a post holder

#### Status of Post:

- This is a senior post within the school's staffing structure which carries with it membership of the TLR Team. The post holder is accountable to the Head Teacher.

#### Strategic direction and development of SEN provision in Roxeth School:

#### The SENco will:

- exercise a key role in assisting the Senior Leadership team and governors with the strategic development of SEN policy / provision
- support all staff in understanding the needs of SEN pupils and ensure the objectives to develop SEN are reflected in the school improvement plan
- monitor progress of objectives and targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
- analyse and interpret relevant school, local and national data and advise the Senior Leadership team on the level of resources required to maximise achievement
- liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
- co-ordinate CPD needs and opportunities relevant to area
- evaluate the impact of all improvement activities on the quality of teaching and learning
- contribute to relevant sections of any school evaluation

- Review, develop and implement policies and practices for learning and teaching for pupils with SEN which reflect the school's commitment to high achievement, effective learning and teaching.
- Apply for EHCPs when required.

### Teaching and Learning

The SENco will:

- support the identification of and disseminate the most effective teaching approaches for pupils with SEN
- work with the senior leadership team and staff to develop effective ways of bridging barriers to learning through:
  - assessment of needs
  - monitoring of teaching quality and pupil achievement
  - target setting, including SEN support Plans
  - developing a recording system for progress
- collect and interpret specialist assessment data to inform practice
- undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies
- work with the head teacher, teachers, key stage co-ordinators and pastoral staff to ensure all pupils learning is of equal importance and that there are realistic expectations of pupils
- consider the range of teaching strategies / equipment that could be utilised for pupils at School Action Plus
- support staff with using Provision map
- use provision map to record and evaluate the effectiveness of interventions

### Leading and Managing staff

The SENco will:

- provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings
- contribute to the performance management process for some staff and all teaching assistants
- advise on and contribute to the professional development of staff, including whole school INSET provision
- provide regular information to the Head Teacher and Governing Body on the evaluation of SEN provision
- maintain personal expertise and share this with other teachers
- act as a role model of good classroom practice for other teachers, modelling effective strategies with them
- monitor the quality of teaching and learning and share judgements with teachers and support staff as appropriate
- plan and implement strategies to improve teaching where needs are identified
- induct, support and monitor new teaching assistants
- lead professional development of staff through example and support, and co-ordinate the provision of high quality professional development in school and elsewhere
- enable all teaching and support staff to achieve expertise in all aspects of teaching and learning

## Effective and Efficient Deployment of Resources

The SENco will:

- advise the senior leadership team and governing body of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency
- maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies
- establish resource needs for teaching and learning and advise the Headteacher of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and to achieve value for money
- maintain existing resources and comply with current financial regulations and delegated responsibilities in the ordering of new resources
- ensure that there is a safe working and learning environment in which risks are properly assessed and recorded

## Other Professional Requirements

- Co-ordinate all Annual Reviews and attend / chair when necessary



# ROXETH PRIMARY SCHOOL

## Special Educational Needs Coordinator (SENco) Person Specification

The person appointed will have Qualified Teacher  
Status and recent successful teaching experience in the primary age range

### Professional Knowledge and Understanding

- Understand the characteristics of effective teaching and learning styles in order to support pupils with SEN
- Have the ability to devise, formulate, implement and review SEN Support Plans
- Know about the SEN code of practice and equal opportunities legislation and how these apply to pupils with Statements as well as those without
- Have the ability to communicate information effectively to the LA; external agencies; parents; other schools and pre-school providers

### Skills and Attributes

- A commitment to safeguarding the needs of all children
- An excellent classroom practitioner
- Have good communication skills, both written and oral
- Have good presentation skills with the ability to enthuse and motivate others
- Demonstrate commitment and confidence in meeting the needs of SEN pupils
- Be able to provide professional direction to the work of others
- Make informed use of specialist resources
- Disseminate and encourage the effective application of good practice in other areas of the school to the provision for pupils with SEN
- The ability to prioritise and manage your own time effectively, particularly in relation to balancing the demands made by administrative duties; teaching and acting as a resource for others
- Adaptable to changing circumstance and new ideas
- A commitment to your own professional development

*Shortlisting will be done on the basis of how well candidates meet these criteria; it is essential in supporting statements that candidates therefore address these criteria*