

<p style="text-align: center;"><u>Job Profile</u> <u>Special Educational Needs</u> <u>Co-ordinator (SENCO)</u></p>

Job Title: Special Educational Needs Co-ordinator (SENCO)

Grade: SEN Allowance 1 (0.4)

School: Elm Park Primary Primary School

Reports to: Inclusion Manager/Headteacher

Staff managed: None

Job purpose

The Special Educational Needs Co-ordinator (SENCO), with the support of the Headteacher and the governing body, will take responsibility for the day to day operation of provision made by the school for pupils with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

The professional duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions document and may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Role and responsibilities

1. Be responsible for the day to day operation of the school's SEN policy.
2. Ensure that Individual Education Plans (IEP's) are written for all pupils at the School Action stage and above on the SEN register, are kept up to date and are implemented accordingly.
3. Monitor the progress made in setting objectives and targets(as set out in IEP's), for pupils with SEN, assist in the evaluation of the effectiveness of teaching and learning, and use the analysis to guide further improvement.
4. Maintain the school's SEN register and oversee the records of all pupils with SEN.
5. Arrange and attend review meetings.
6. Provide and maintain resources for pupils with SEN and know how ICT can be used to help pupils gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching pupils with SEN.

7. Raise awareness of parents whose children are on the SEN register, and liaise with these parents on progress.
8. Set standards and provide examples of best practice for other teachers in identifying, assessing and meeting pupils' SEN.
9. Provide professional direction to the work of others; advise teaching and non-teaching staff on the support of SEN pupils through differentiation and classroom organisation.
10. Help staff to achieve constructive working relationships with pupils with SEN.
11. Assist in the development of the use of ICT as a means of gathering and disseminating information about pupils with SEN.
12. Provide teaching support for individual and groups of SEN pupils, supporting the development of improvements in literacy, numeracy and ICT skills, as well as access to the wider curriculum.
13. Attend relevant courses relating to SEN and keeping abreast of current developments in the field of SEN and report back to colleagues, as appropriate.
14. Complete provision mapping regularly, so a clear record of intervention programmes for all SEN pupils exists and can be used to track impact on SEN pupil progress.
15. Prepare referral forms and written educational reports for SEN pupils for school purposes and external agencies.
16. Develop effective liaison with external agencies and support services, in order to provide maximum support for pupils with SEN.
17. Liaise with the Inclusion manager for regular updates on the progress of individual pupils with SEN and SEN's intervention groups.
18. Liaise with the SEN Governor at least once every half term for monitoring purposes.

To be reviewed annually as part of the Performance Management programme.

Signed

Date