

London Borough of Havering Social Care & Learning

Job profile

Job title:	Special Educational Needs Coordinator (SENCO)
Grade:	Teacher's Main Scale plus SEND Allowance
School:	The Mawney Foundation School
Reports to:	Executive Head teacher, Head teacher and Deputy Head teacher
Staff managed:	Day-to-day supervision of SEN support staff

Main purpose

The SENCO, under the direction of the head teacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- 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

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

This school is committed to safeguarding and promoting the welfare of children and young people. Everybody who works for the school is expected to share and promote this commitment and to have or acquire the relevant abilities, skills and knowledge to carry it out

- 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 head teacher 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
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

The SENCO 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 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.

**London Borough of Havering
Learning and Social Care Department**

**Special Educational Needs Coordinator
Person specification**

Personal Qualities	Essential	Desirable	Assessed by
• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	✓		Application and interview
• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	✓		Application and interview
• Ability to work under pressure and prioritise effectively			Application and interview
• Commitment to maintaining confidentiality at all times	✓		Application and interview
• Commitment to safeguarding and equality	✓		Application and interview
Skills and Knowledge			
• Sound knowledge of the SEND Code of Practice and Child and Family Act	✓		Application
• Understanding of what makes 'quality first' teaching,	✓		Application & interview
• Ability to plan and evaluate effective interventions	✓		Application & interview
• Data analysis skills and the ability to use data to inform provision planning			Application
• Systems for identifying, monitoring, reviewing and assessing special educational needs, disabilities and additional needs	✓		Application
• Effective communication and interpersonal skills	✓		Application & interview
• Ability to build effective working relationships	✓		Application
• Ability to influence and negotiate	✓		Application & interview
• Good record-keeping skills	✓		Application
• Proficiency in the use of IT and the software programmes for inclusive learning	✓		Application
• The ability to deliver INSET across the different staff groups in the school	✓		Application
• Up to date knowledge about legislation and national and specialist guidance and information	✓		Application and interview
• How children and young people learn, develop and progress through life stages and events	✓		Application & interview
• Health and safety practice and the role of the individual in promoting and safeguarding pupil and staff welfare	✓		Application
• How to manage equalities and inclusion policies and how these are implemented in schools	✓		Application and interview
Qualifications and experience			
• Qualified teacher status	✓		Application
• NPQ for SEN Co-ordination, or a willingness to complete it within 3 years of appointment	✓		Application
• Experience on Senior Leadership Team(s)		✓	Application
• Teaching experience within a primary school	✓		Application

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• Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET	✓	✓ ✓	Application Application & interview Application & interview
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Notes:

1. The authority expects its employees to work flexibly within the framework of the duties and responsibilities specified above. The postholder may be expected to carry out work that it not specified in the job description but which is within the scope of the duties and responsibilities
2. This job description will be subject to review with the postholder after one year and may then be reviewed from time to time.