

**KING'S OAK PRIMARY SCHOOL  
JOB DESCRIPTION**



<b>JOB TITLE:</b>	SENCO
<b>GRADE:</b>	MPS/UPS + SEN
<b>RESPONSIBLE TO:</b>	Deputy Head Teacher - Inclusion
<b>JOB PURPOSE:</b>	Co-ordinating the provision for children with special educational needs.

**Main duties and responsibilities:**

1. To work in partnership with the Headteacher and Deputy Headteacher to provide professional leadership for SEND throughout the school to secure success and continued improvement. Support the Deputy head in ensuring an environment for learning and teaching that empowers both staff and pupils to achieve their highest potential.
2. To provide leadership in the development and management of the Teaching and Learning of key groups of pupils, e.g. SEN, Hearing Impaired, SEMH, ASC
3. To ensure that the identified learning needs of all pupils are provided for.
4. To support the implementation of pupil tracking systems and assessment, ensuring appropriate deployment of resources to maximise potential for consistent accelerated progress and attainment to include vulnerable groups which include EAL.

**Teaching and Learning**

5. To teach as directed by the Deputy Headteacher or Headteacher.
6. To monitor and review the achievements, welfare and behaviour of pupils, through IEP reviews and attendance at pupil progress meetings and to implement any actions as required.
7. To effectively communicate and liaise with local authorities, feeder schools particularly regarding transition, and external agencies such as EWO, EP, and alternative education providers for all areas related to Inclusion.
8. To complete all necessary documentation related to EHCPs including the application for statutory assessment, liaising with staff and external professionals and statutory review, and implementation of EHCP ensuring all legal obligations are met.
9. To undertake, monitor and review the quality of IEP targets and other support plans maintaining detailed information for subsequent meetings with parents.
10. To develop the policies and practices which promote inclusion equality and the extended services that the school offers.
11. To maintain the following school policies; SEN and Inclusion policy; Behaviour policy.

12. To work in partnership with the Headteacher, Deputy Headteacher and other members of the Senior Leadership Team to plan a curriculum appropriate to the needs of all pupils within the school. This should take into account the needs, aptitudes and stages of development of the pupils, the statutory requirements of the National Curriculum and the opportunities that are available through the school's extra-curricular activities, community links and school environment.
13. Work in partnership with the Headteacher, Deputy Headteacher and Senior Leadership Team to monitor and evaluate standards of teaching and learning, curriculum and assessment for all pupils.
14. Assist the Headteacher and Deputy Headteacher in developing excellent communication channels and working relationships with main stakeholders (pupils, parents, Governors and external partners).

**Management and Administration**

15. Promote and safeguard the welfare of children and young people they are responsible for, or come into contact with.
16. Contribute to arrangements for health and safety, security and effective supervision of the school buildings, contents and grounds.
17. To identify priorities within the SEND provision.
18. To maintain confidentiality at all times in respect of school related matters and to prevent disclosure of confidential and sensitive information.
19. To undertake other duties which are of a similar level and responsibility as may be required from time to time.

Job descriptions will be reviewed annually at the time of the post holder's annual appraisal but may be reviewed at any time.

Signed (Line Manager) ..... Date .....

Signed (Post holder) ..... Date .....

**KINGS OAK PRIMARY SCHOOL  
PERSON SPECIFICATION**



**JOB TITLE: SENCO**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teaching Status</li> <li>• Evidence of recent &amp; ongoing professional development</li> <li>• Accredited SENCO qualification or willingness to undertake within two years of starting role.</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid Qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Significant recent teaching experience</li> <li>• Has taught successfully in a primary setting</li> <li>• Recent experience of working with SEN children</li> <li>• Experience of school self-evaluation processes</li> <li>• Development and delivery of programmes for raising achievement &amp; supporting learning at whole school and departmental level</li> </ul>	
<b>Skills, Knowledge and Aptitude</b>	<ul style="list-style-type: none"> <li>• Knowledge of data tracking and ability to use for analysis.</li> <li>• A thorough understanding of the Primary Curriculum &amp; relevant Frameworks</li> <li>• Excellent IT skills, including Microsoft Office and School's Management systems</li> <li>• Ability to successfully analyse a range of data; communicate findings to others, determine areas for remedial action, instigate solutions and ensure improvement in outcomes</li> <li>• Create, develop and deliver initiatives to improve pupil progress</li> <li>• Able to articulate visions of supporting pupils' achievement to a range of audiences</li> <li>• Comprehensive knowledge and understanding of current education issues</li> <li>• Understanding of EHCP process and evidence needed</li> <li>• Understands the theory and practice of providing effectively for the individual needs of pupils</li> <li>• Understands the SEN code of conduct.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Assist in the development of whole school plans and policies</li> <li>• Excellent communicational skills with parents, pupils, Governors, staff and external agencies</li> <li>• A positive approach to behaviour management</li> <li>• Reflective, evaluative and analytical thinker</li> <li>• Able to work well under pressure and with conflicting demands</li> <li>• Strong organisational skills including prioritising own workload</li> <li>• Able to meet tight deadlines and targets</li> </ul>	
<p><b>Personal Characteristics</b></p>	<ul style="list-style-type: none"> <li>• Involves and gains the commitment of staff to work towards the school's vision</li> <li>• Genuine commitment to Inclusion in it's widest sense and the to the wellbeing, support and achievement of pupils</li> <li>• Flexible in approach and positively welcomes change</li> <li>• Persuasive and socially confident in a variety of settings</li> <li>• Empathetic and a child centred approach</li> </ul>	