



**The Community of Saints Church of England Federation  
Job Description and Person Specification**

**Federation SENCO  
Main Scale/Upper Pay Scale**

The post holder will report to the Executive Headteacher. Apart from other colleagues the main contacts of the job are the Executive Headteacher, Heads of School, Federation SBM, teaching staff, other support staff, pupils, parents, governors, LA and outside agencies

**Main Purpose of the job**

The SENCO will support the Executive Headteacher and Head of School in:

- Determine the strategic development of special educational needs (SEN) policy and provision across the federation
- Be responsible for day-to-day operation of the federation 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

**Qualities**

The SENCO will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

**Duties and responsibilities**

**Strategic development of SEN policy and provision**

Under the direction of the Executive Headteacher and Head of School, the SENCO will:

- Have a strategic overview of provision for pupils with SEN or a disability across the federation, 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 school improvement plans (SIP) across the federation



- Maintain up-to-date knowledge of national and local initiatives that may affect the federation'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**

Under the direction of the Executive Headteacher and Head of School, the SENCO will:

- Maintain accurate SEND registers and provision maps
- 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 budget for the schools within the federation 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**

Under the direction of the headteacher or deputy headteacher, the SENCO:

- Support in the identification of 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**

Under the direction of the Executive Headteacher and Head of School, the SENCO will:

- Work with the Executive Headteacher, Head of School 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 body is required to publish
- Contribute to the federation school improvement plans and federation policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the federation's SEN policy
- Promote an ethos and culture that supports the federation's SEN policy and promotes good outcomes for pupils with SEN or a disability

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow federation 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 Executive Headteacher and Head of School.

## Person Specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>➤ Qualified teacher</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>➤ Evidence of successful teaching experience in the primary sector</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> </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>