

Role title: SENCo (Special Educational Needs & Disability Coordinator)

Reporting to: Deputy Head

## Responsibilities

### *Strategic development of SEN policy and provision*

- To have a strategic overview of provision for students with SEN or a disability across the academy, monitoring and reviewing the quality of provision
- To contribute to academy self-evaluation, particularly with respect to provision for students with SEN or a disability
- To make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- To maintain up-to-date knowledge of national and local initiatives (including the Local Offer) that may affect the academy's policy and practice
- To consider all placement consultation requests received from the Local Authority and provide a response within specified deadlines

### *Operation of the SEN policy and co-ordination of provision*

- To maintain accurate SEND paperwork including the SEND register, learner specific paperwork (e.g. One Page Profile, Medical Plan) and a provision map
- To provide guidance to colleagues on teaching students with SEN or a disability
- To advise on the use of the academy's budget and other resources to meet students' needs effectively, including staff deployment and their effectiveness within the classroom
- To work with other academies, head office staff, health and social care professionals, the Local Authority and other external agencies
- To analyse assessment data for students with SEN or a disability
- To implement and lead intervention groups for students with SEN, and evaluate their effectiveness
- To ensure appropriate examination provision is in place and reflected in learners' day to day provision

### *Support for learners with SEN or a disability*

- To use a range of assessment methods to identify a learner's SEN
- To co-ordinate provision that meets the learner's needs, and monitor its effectiveness to ensure students attain, achieve and make appropriate rates of progress as determined by agreed targets
- To secure relevant services for the learner making requests for Statutory Assessment where applicable
- To review the education, health and care plan (EHCP) with parents or carers and the learner
- To communicate regularly with parents or carers
- To ensure thorough transition planning for all student movement
- To promote the learner's inclusion in the academy community and access to the curriculum, facilities and extra-curricular activities

### *Leadership and management*

- To work with the Headteacher to ensure the academy meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- To identify training needs for staff, how to meet these needs and lead INSET for staff
- To share procedural information, such as the academy's SEN policy
- To promote an ethos and culture that supports the academy's SEN policy and promotes good outcomes for learners with SEN or a disability

### *Other areas of responsibility*

- To provide teaching and operational support in response to the day to day needs of the academy and undertake other responsibilities as determined by your manager

- To work in partnership with the Pastoral and Welfare Lead to monitor learner behaviour, attendance and achievement and, in consultation with key staff, decide on appropriate sanctions, interventions and rewards
- To work in partnership with the Pastoral and Welfare Lead to monitor incidents where learners require positive handling and ensure appropriate recording and reporting takes place in accordance with academy policies
- To promote and actively support Pivot's responsibilities towards mental health and wellbeing of our learners, your colleagues and your own mental health
- To treat all learners with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people.
- To carry out any other duties as requested by your manager.

### Person specification

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

| Attributes                    | Essential   | Desirable   |
|-------------------------------|---|---|
| Qualifications and experience | <ul style="list-style-type: none"> <li>• Hold a SENCO qualification or be prepared to start within the next 12 months, or have extensive SENCo experience (minimum of 12 months)</li> <li>• Experience in a similar role</li> <li>• Experience of working with children and young people with social, emotional and behavioural difficulties</li> </ul>   | <ul style="list-style-type: none"> <li>• Experience of working at a whole-academy level, involvement in self-evaluation and development planning and experience of conducting training/leading INSET</li> </ul> |
| Knowledge and understanding   | <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>• Knowledge of the National Curriculum</li> </ul>  |   |
| Leadership and management     | <ul style="list-style-type: none"> <li>• Experience of working effectively as a member of a team</li> <li>• Experience of liaising effectively with other organisations / agencies</li> <li>• Ability to inspire confidence in staff, students, parents, and others</li> <li>• Capability to deal sensitively with people and resolve conflicts</li> </ul>  |   |
| Skills and abilities          | <ul style="list-style-type: none"> <li>• Ability and willingness to plan and co-ordinate support for learners with a range of support needs</li> <li>• Demonstrable ability to think and act strategically, solve problems and make decisions</li> <li>• Confidence to challenge difficult or sensitive situations and escalate as appropriate</li> <li>• Excellent knowledge of IT systems and fully proficient in the use of MS Word, Excel, PowerPoint, Outlook and e-mail</li> <li>• Accomplished at planning and time management, confident working within restricted timescales, well developed organisational skills</li> <li>• Experience in effective collaboration with external agencies.</li> <li>• Strong interpersonal and communication skills to connect effectively with learners, families, and staff</li> <li>• Ability to work independently and manage time effectively</li> <li>• Sensitivity to diverse cultural and socioeconomic backgrounds.</li> <li>• Ability to understand and address the challenges faced by students and families.</li> </ul> |   |

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|                    | <ul style="list-style-type: none"> <li>• Skilled at developing creative solutions to address attendance and engagement barriers.</li> <li>• Maintain high ethical standards in dealing with sensitive information and interactions.</li> </ul>   |  |
| Personal qualities | <ul style="list-style-type: none"> <li>• Strategic thinker and excellent leadership qualities</li> <li>• Deep respect for and understanding of students from diverse backgrounds, with a commitment to equity and inclusion.</li> <li>• Flexibility to work beyond regular school hours for meetings as required</li> <li>• Willingness to travel locally for home visits and attend meetings as required</li> </ul> |  |