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## JOB DESCRIPTION: SENCO TLR 2B

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**POST HOLDER REPORTS TO:** HEAD TEACHER

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### PURPOSE OF POST

To oversee the day-to-day operation, alongside the SEN team, of the school's SEN policy including arrangements for the identification and assessment of pupils with SEN that:

- Are transparent and clearly understood by all stakeholders
  - Support a graduated approach to addressing pupils' learning difficulties
  - Make explicit the roles of all staff in addressing barriers to SEN inclusion
  - Support the raising of standards for all pupils.
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### DUTIES AND RESPONSIBILITIES

The education and welfare of a designated class group of pupils in accordance with the requirements of "Conditions of Employment of School Teachers", having due regard to the National Curriculum, the school's aims, objectives and schemes of work, and policies of the Governing Body. To share in the corporate responsibility for the well being and discipline of all pupils.

#### A. Co-ordinating Special Educational Needs across the school

- 1) Implement Special Needs policy in line with the Code of Practice.
- 2) Liaise with EMA/EAL Coordinator, Gifted and Talented Coordinator, Family Support Worker and Support staff.
- 3) Assist class teachers in providing a differentiated curriculum at School Action through to School Action Plus.
- 4) Monitor with class teachers the progress of children with SEN.
- 5) To maintain and oversee records on identified pupils with regard to the SEN and Discrimination Act (DDA) Code (s) of Practice that enable:
  - The monitoring and evaluation of all provision, actions and interventions put in place to support learning.
  - The monitoring and review of all aspects of pupil achievement including progress within the National Curriculum and Strategies and against individual pupil targets (e.g. those in IEPs).
  - Effective parent and pupil involvement and participation.
  - The effective Annual Review of statements of Special Educational Need.

- 6) Write educational advice for individual statements.
- 7) Ensure that the curriculum and resources available in school reflect equal opportunities.
- 8) Assess learning needs of children and give advice on IEPs at all stages of the Code of Practice.
- 9) Establish means by which the pupils will access the broad curriculum.
- 10) Ensure each child is fully included alongside peers.
- 11) Support staff in how to include all pupils at particular times, e.g. Literacy and Numeracy lessons.
- 12) Analyse data in regard to SEN pupils. Present information to stakeholders.
- 13) Provide/access guidance on such specific/specialist SEN techniques as might be required.
- 14) Assist in transition support between phases.
- 15) Model/demonstrate a variety of teaching and learning styles to cover needs of children with learning difficulties.
- 16) Work in partnership with class teachers
- 17) Access additional resources to support particular pupils and curriculum areas.
- 18) Provide strategies for working with pupils, including management and organisation.
- 19) Assist teaching staff in learning to diagnose learning difficulties and develop early intervention skills.
- 20) Establish, and continually update SEN register – manually and on SIMS system.
- 21) Ensure the school's current status of Inclusion Quality Mark is maintained.
- 22) Work towards the status of Dyslexia Friendly School.

**B. Liase with staff:**

- 1) Plan the IEP in conjunction with the class teacher and parent/carer.
- 2) Discuss strategies, use of resources and ways of working with the child in relation to the IEP/schemes of work.
- 3) Give guidance and supervision, demonstrate techniques and model ways of working with the child.
- 4) Discuss learning attainments, targets and general progress.
- 5) Oversee appropriate record keeping.
- 6) Review progress, discuss outcomes and plan for the Annual Review.
- 7) Advise and oversee the making of resources for children with SEN.

**C. Working With Parents**

- 1) Effective communication with Parent/Carers of pupils with SEN to provide information advice, support and access to information.
- 2) To alert parent/carers at the earliest stage where there are concerns about their child's progress.

**D Other Duties**

- 1) Attend appropriate professional development particularly that which meets the needs of pupils with SEN.
- 2) Maintain appropriate record systems.
- 3) To liaise with colleagues and to assist in the provision/organisation of support and in-service training for the designated areas of responsibility.

- 4) As appropriate, to liaise with other schools and outside agencies and to promote parental involvement.
- 5) To develop and implement suitable record keeping and assessment procedures.
- 6) To work towards the general improvement of the school and as a result, the education provided for the children within its care, in terms of both attitude and behaviour, as well as academic and social progress.
- 7) Deliver inset to all staff to improve knowledge and understanding of SEN issues.
- 8) To write termly reports for governors about developments within the area of responsibility.
- 9) To take account of Borough policies of race, class, gender in all aspects of school life.
- 10) To write and implement the School Development Plan for SEN.
- 11) To undertake a review of SEN – provision and practice and feedback to the Leadership team.
- 12) To assist with the school's self evaluation process (SEF).
- 13) To liaise closely with the DH/T regarding Child Protection and Behaviour concerns.
- 14) The above duties are neither exclusive nor exhaustive and the post holder may be required by the Head Teacher to carry out other appropriate duties within the grading and the competency of the post holder.

## PERSONNEL SPECIFICATION

### TLR 2C

<b>Factor</b>	<b>Requirement</b>	<b>Method of Assessment</b>
Education	<p>Qualified Teacher Status.</p> <p>A further qualification in special educational needs is preferable together with attendance at recent and relevant courses.</p>	<p>Application form</p> <p>Qualified Teacher Status (Essential)</p>
Experience	<p>Minimum 3 years class teaching experience in early years and/or Primary/Secondary Special education.</p> <p>Substantial experience of teaching children with special educational needs.</p>	<p>Application form</p> <p>Application form/Interview</p>
Knowledge	<p>Knowledge and understanding of bilingualism and equal opportunities.</p> <p>Knowledge and understanding of the relevant current issues/legislation in education.</p> <p>Knowledge and understanding of appropriate area of teaching, according to job advertised.</p>	<p>Application form/Interview</p> <p>Application form/Interview</p> <p>Application form/Interview</p>
Skills	<p>Able to demonstrate raising achievement.</p> <p>Able to demonstrate good leadership and management qualities.</p> <p>To be able to deliver very good teaching and learning.</p> <p>Able to work co-operatively as part of a team.</p> <p>Able to demonstrate effective teaching methods for pupils with SEN.</p> <p>Able to work in a supportive role with families.</p>	<p>Application form/Presentation</p> <p>Application form/Interview/Presentation</p> <p>Lesson observation/References</p> <p>Interview</p> <p>Interview</p> <p>Interview</p>

<b>Factor</b>	<b>Requirement</b>	<b>Method of Assessment</b>
Skills	<p>Able to represent the needs of children with SEN.</p> <p>Able to communicate effectively with colleagues and other professionals.</p> <p>Able to demonstrate effective teaching methods for pupils with SEN, including those with severe/complex needs.</p> <p>Able to demonstrate good organisational and managerial skills.</p>	<p>Interview</p> <p>Interview</p> <p>Interview</p>
Equal Opportunities	<p>Understanding of and commitment to the promotion of equal opportunities.</p> <p>Commitment to the inclusion of pupils with special educational needs.</p>	<p>Application form/Interview</p> <p>Application form/Interview</p>