

Special Educational Needs Coordinator (SENCo)

Miller House School is a school for students with SEMH needs, ASD and trauma. We are fully inclusive and promote immersive learning and independence to ensure our students are ready for the world beyond school when they leave us.

Job details

Job title: *Special educational needs co-ordinator (SENCO)*

Hours: 40.5

Contract type: Full-time

Reporting to: Assistant Head Teacher for Behavior and Attitude/ Head Teacher

Main purpose

The SENCO, under the direction of SLT, 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.
- Work closely with parents, and other external agencies.
- To work collaboratively with Pastoral, clinical and curriculum lead.
- Lead Annual Review process and collate data from the EHCP targets

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 development plan (SDP)
- 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 accurate provision maps.
- Work collaborative with colleagues and support with 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.
- Work with other schools, educational psychologists, health and social care professionals, virtual schools, 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
- Application and assurance of the SEND Code of Practice across the school.
- Keep up to date in areas of SEND and current research and practice.
- Feedback to relevant staff after PEPs and annual reviews

Support for pupils with SEN or a disability

- 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.
- Work collaboratively with SLT to promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Be the designated teacher for looked-after children, and those with SEN or a disability.

Leadership and management

- Work with the headteacher SLT and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Take part in Senior Leadership meetings as when as required to report impact of SEN provision
- Prepare and review information the governing board is required to publish.
- Contribute to the school improvement plan and whole school policy.
- Work collaboratively with SLT to Identify training needs for staff and how to meet these needs.
- 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.

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 line manager/head teacher.

Person specification

CRITERIA	QUALITIES
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Qualifications and training	➤ QTS or QTLS ➤ National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment. ➤ Thrive practitioner qualified or willing to train as Thrive Practitioner in the next 3 years or appointment.
Experience	➤ Teaching/ HLTA experience ➤ Experience of working at a whole-school level ➤ Involvement in self-evaluation and development planning
Skills and knowledge	➤ Sound knowledge of the SEND Code of Practice ➤ Ability to plan and evaluate interventions. ➤ Data analysis skills and the ability to use data to inform provision planning. ➤ Effective communication and interpersonal skills ➤ Ability to build effective working relationships. ➤ Ability to influence and negotiate. ➤ Good record-keeping skills
Personal qualities	➤ Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school. ➤ Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability. ➤ Ability to work under pressure and prioritise effectively. ➤ Commitment to maintaining confidentiality at all times. ➤ Commitment to safeguarding and equality. ➤ Be flexible as we are a growing school.

Notes:

We are a new school and not at capacity therefore, this job description may be amended at any time in consultation with the postholder.