

<b>Role Profile: SENCO with 0.2 Teaching responsibility</b>	
<b>Job Purpose</b>	<p>The SENCO, under the direction of the Executive Headteacher, will:</p> <ul style="list-style-type: none"> <li>• Determine the strategic development of special educational needs (SEN) policy and provision in the school</li> <li>• 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</li> <li>• Provide professional guidance to colleagues, working closely with staff, parents and other agencies</li> <li>• The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD 1 day per week</li> </ul>
<b>Duties and Responsibilities as SENCO</b>	<p>Strategic development of SEN policy and provision</p> <ul style="list-style-type: none"> <li>• Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision</li> <li>• Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability</li> <li>• Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)</li> <li>• Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice</li> <li>• Maintain an accurate and current SEN register</li> <li>• Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective</li> </ul> <p>Operation of the SEN policy and co-ordination of provision</p> <ul style="list-style-type: none"> <li>• Maintain an accurate SEND register and provision map</li> <li>• Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support</li> <li>• Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment</li> <li>• Be aware of the provision in the local offer</li> <li>• Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies</li> <li>• Be a key point of contact for external agencies, especially the local authority (LA)</li> <li>• Analyse assessment data for pupils with SEN or a disability</li> <li>• Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness</li> </ul> <p>Support for pupils with SEN or a disability</p> <ul style="list-style-type: none"> <li>• Identify a pupil's SEN</li> <li>• Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness</li> <li>• Secure relevant services for the pupil</li> <li>• Ensure records are maintained and kept up to date</li> <li>• Review the education, health and care plan (EHCP) with parents or carers and the pupil</li> <li>• Communicate regularly with parents or carers</li> <li>• Ensure if the pupil transfers to another school, all relevant information is conveyed to it and support a smooth transition for the pupil</li> <li>• Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities</li> <li>• Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability</li> </ul>

<b>Responsibilities and Accountabilities as Class Teacher</b>	<ul style="list-style-type: none"> <li>• Responsible for the management and development of the primary curriculum which inspires, motivates and challenges all pupils</li> <li>• Have a secure knowledge and demonstrate a critical understanding of developments in the subject(s) and curriculum areas</li> <li>• Demonstrate an understanding of and take responsibility for promoting high standards of literacy, oracy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>• Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</li> <li>• Plan and teach well-structured lessons whilst promoting a love of learning and children's intellectual curiosity</li> <li>• Set appropriate homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• Uphold the school's vision, values and aims whilst promoting a commitment to safe guarding and the welfare of all children and young people</li> <li>• Supervise a team of teaching assistants including the allocation and monitoring of work, carrying out appraisals and training where required</li> <li>• Assess the educational needs of pupils and use knowledge and skills to support pupils' learning</li> <li>• Plan teaching and learning objectives to evaluate and adjust lessons plans and the primary provision as and when required</li> <li>• Deliver local and national teaching and learning strategies/approaches e.g. literacy, numeracy, early years and make use of opportunities provided by other learning activities to support the development of pupils' skills</li> <li>• Encourage pupils to interact and work co-operatively with others and engage all pupils in activities</li> <li>• Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• Make and use formative and summative assessment to evaluate learning and secure pupils' progress</li> <li>• Use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> <li>• Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• Responsible for keeping and updating records and for the marking of pupils' work and recording achievement/progress both in written form and electronically</li> <li>• Attend professional development/INSET, briefings and meetings with external agencies</li> <li>• Undertake other duties appropriate to the grade of the post</li> </ul>
<b>Demands</b>	<ul style="list-style-type: none"> <li>• Some lifting, stretching and physical effort required for the preparation of the environments for learning and clearing away afterwards. Post holder will periodically be required to assist with the display of pupils' work.</li> <li>• Post holder will be required to concentrate for most of the morning or afternoon whilst observing, intervening, facilitating and assisting the pupils during learning opportunities. There will also be a requirement to concentrate for periods of up to two hours when marking pupils work and recording progress/achievement.</li> <li>• There may be occasional emotional stress experienced through exposure to difficult child protection/welfare issues which may cause the child to become angry or upset.</li> </ul>
<b>Working Conditions</b>	<ul style="list-style-type: none"> <li>• Post holder mainly works within classroom based conditions and there is regular background noise. There may be some exposure to environmental conditions when supervising pupils/students outside at lunchtime and during off-site activities and school trips. There may be the need to deal with bodily fluids when providing personal care to pupils.</li> <li>• Post holder will be subject to occasional exposure to pupils exhibiting difficult and challenging behaviour and who are angry or upset.</li> </ul>
<b>Experience, Knowledge and Qualifications</b>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• A degree level qualification with relevant teaching certificate</li> <li>• Must have qualified teacher status</li> <li>• Relevant SENCO qualification</li> <li>• Numeracy/Literacy skills equivalent to NVQ Level 3 in English and Mathematics</li> <li>• Training in relevant learning strategies</li> <li>• Specialist skills/training in curriculum or learning area</li> <li>• Knowledge of relevant policies/codes of practice/legislation</li> <li>• Knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies</li> <li>• Understanding of child development and learning processes</li> <li>• Understanding of statutory frameworks relating to teaching</li> <li>• Knowledge and understanding of safeguarding</li> </ul>

<b>Skills and Technical Competencies</b>	<ul style="list-style-type: none"> <li>• Post holder will be required to solve varied problems arising from staff issues and from problems relating to classroom management and the care and control of pupils</li> <li>• Developed training skills required for supporting the pupils in the classroom and effective written and oral communication skills for liaising with the pupils, other staff, parents and outside agencies and professionals</li> <li>• Keyboarding skills required to support the use of ICT in learning activities. Post holder may be required to use specialist equipment/resources and aids to support individual students</li> </ul>
<b>Corporate Standards</b>	<ul style="list-style-type: none"> <li>• Act at all times in accordance with appropriate legislation and regulations, codes of practice, the provisions of Horizon Multi Academy Trust's constitution and its policies and procedures.</li> <li>• Work within the requirements of the Trust's Health and Safety policy, performance standards, safe systems of work and procedures.</li> <li>• Undertake all duties with due regard to the corporate equalities policy and relevant legislation.</li> </ul>