



Winsor Primary School

JOB DESCRIPTION - SENCO

The appointment is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

Core Purpose

SENCO's fundamental task is to support the Inclusion manager and SMT in ensuring that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils.

Four Key Areas: To support the:

1. Strategic direction and development of SEN provision including gifted and talented provision in the school
2. Teaching and learning
3. Leading and managing staff with Inclusion manager and SMT
4. Efficient and effective deployment of staff and resources

Areas of responsibility

a) Strategic Direction and Development of SEN Provision in the School

SENCOs co-ordinate, with the support of the Inclusion manager and within the context of the school's aims and policies, the development and implementation of the SEN policy in order to raise achievement and improve the quality of education provided.

Key tasks may include:

- Strategic development of SEN policy/provision
- Support staff in understanding needs of SEN pupils
- Ensure objectives to develop SEN are reflected in school development plan
- Monitor progress of SEN pupils
- Evaluate effectiveness of teaching and learning in whole class and intervention groups.

- Analyse and interpret relevant school, local and national data
- Liaise with staff, parents and external agencies and other schools to co-ordinate their consultation
- Contributing to the Annual Review of pupils' provision including the development of Educational Health and Care plans
- Close working with members of the school's Inclusion Team

b) Teaching and Learning

SENCOs seek to develop, with the support of the head teacher and colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

Key tasks may include:

- identifying and adopting the most effective teaching approaches for pupils with SEN
- monitoring teaching and learning activities to meet the needs of pupils with SEN through:
 - monitoring of teaching quality and pupil achievement.
 - target-setting, including support plans and provision maps.
 - using school's recording system for progress.
- identifying and teaching skills that will develop pupils' ability to work independently
- liaising with other schools to ensure continuity of support and learning when transferring pupils with SEN
- undertaking day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies.
- liaising with class teachers to ensure the differentiation for SEN children is appropriate and securing pupil progress
- establishing clear communication channels that facilitate the transference of skills between interventions and whole class learning

c) Leading and Managing staff

The SENCO will ensure all those involved in supporting pupils with SEN/G&T have the information necessary to secure improvements in teaching and learning and sustain staff motivation.

Key tasks may include:

- ensuring all members of staff recognise and fulfil their statutory responsibilities to pupils with SEN in relation to the new Code of Practice
- contributing to the professional development of staff, including whole-school CPD provision.
- together with the inclusion manager to provide regular information to the head teacher and governing body on the evaluation and impact of SEN provision.

d) *Efficient and Effective Deployment of Staff and Resources*

SENCOs identify, with the support of the head teacher and governing body, appropriate resources to support the teaching of pupils with SEN and monitor their use in terms of efficiency, effectiveness and safety.

Key tasks may include:

- identifying resources needed to meet the needs of pupils with SEN and advise the head teacher of priorities for expenditure.
- working with the inclusion manager to advise Head Teacher and governing body on the efficient and effective deployment of staff.
- maintaining and developing a range of resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies.
- working directly with pupils

(The key tasks exemplified here are by no means an exhaustive list and will depend on the priorities and needs of individual school.)

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the appraisal process or as appropriate.

Signature of Post Holder:

Date:

Signature of Head Teacher:

Date: