Special Educational Needs Co-ordinator

Job Title: SENCO
Salary: MPS/UPS + SEN2 allowance
Hours: 2 days a week (0.4)
Contract: Permanent

Responsible to: Headteacher/Deputy Headteacher

Please review the SENCO Job Description and Person Specification below as this role will be dependent on the post holder also having those skills and abilities.

Frank Barnes Primary School: The First Choice for Deaf Children in London
Frank Barnes is an innovative and exciting sign bilingual school for profoundly Deaf Children with a national and international reputation as a centre of excellence in Deaf Education. Having been judged as "OUTSTANDING" in June 2012 under the new framework, we are keen to develop our expertise and position in Deaf Education. We are a friendly, supportive school, based in Camden, a short walk from St Pancras International Station with good rail links across London and beyond.

- Every child develops a positive sense of their deaf identity and becomes a successful learner
- BSL and English are taught to a high standard enabling our children to become fluent in both languages
- Parents and carers are fully involved in the life of the school

Purpose of Job: To work closely with the Headteacher, Leadership Team, Senior Management Team and colleagues in the strategic development of the school’s Special Educational Needs/Disabilities (SEND) Policy and Equality Policy and oversee the day-to-day operation of these policies with the aim of raising the achievement of deaf pupils with SEND.

Responsibilities of the post and key tasks:

Strategic Direction and Development of SEND Provision in the School (with the support of, and under the direction of, the Headteacher and Leadership Team)

- To exercise a key role in assisting the Headteacher and Governors with the strategic development of SEND policy / provision.
- To ensure that the school carries out its responsibilities under the Education (Special Education Needs) (Information)(England) regulations 2014.
- To ensure that the school meets it responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.
- To ensure the objectives to develop SEND are reflected in the School Improvement Plan and Equality/Access Plan.
- To be aware of the services provided under the Local Offer.
- To promote the inclusion of deaf pupils with SEND in the school community and access to the school’s curriculum, faculties and extra-curricular activities.
- To support all staff in understanding the needs of deaf pupils with SEND and advise on differentiated teaching methods appropriate for pupils with SEND.
To monitor progress of objectives and targets for deaf pupils with SEND from class teachers’ plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements.

To analyse and interpret relevant school, local and national data and advise the Leadership team on the level of resources required to maximise achievement.

To liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.

To support with the selection, supervision and training of Teaching Assistants who work with deaf pupils with SEND.

Impact on Teaching and Learning:

To support the early identification of and disseminate the most effective teaching approaches for pupils with SEND.

To inform, liaise with and provide information to parents of pupils with SEND regularly.

To work with the Headteacher, Leadership Team, and staff to develop effective ways of bridging barriers to learning through:
  ✓ assessment of needs (through referral to specialist agencies as necessary);
  ✓ monitoring of teaching quality and pupil achievement;
  ✓ monitoring and maintaining of relevant equipment;
  ✓ target setting, including Provision Maps;
  ✓ maintaining the SEND register and records of SEND provision.

To collect and interpret specialist assessment data to inform practice.

To secure the relevant services for pupils with SEND.

To undertake the day-to-day co-ordination of the educational programmes for deaf pupils with SEND through close liaison with staff, parents and external agencies (including educational psychologists, health, social care and independent or voluntary bodies that provide SEND support and advice).

To work with the Headteacher, Deputy/Assistant Headteachers, Business Manager and all teaching and support staff to ensure all deaf pupils with SEND’s learning is of equal importance and that there are realistic expectations of these pupils.

To consider the range of teaching strategies/equipment that could be utilised for deaf pupils with SEND.

To ensure that all relevant information on pupils’ SEND needs and provision is conveyed on transfer to another school.

Leading and Managing:

To provide professional guidance to staff to secure good teaching for deaf pupils with SEND, through both written guidance and meetings.

To contribute to the performance management process for 1:1 Teaching Assistants.

To advise on, and contribute to, the professional development of staff, including whole school INSET provision.

To provide regular information to the Headteacher and Governing body on the evaluation of SEND provision through termly reports.

Effective deployment of staff and resources:

To advise the Headteacher and Governing body of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency.

To maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND policies.

To ensure SEND resources are recorded in the school inventory according to the school’s financial procedures.

To manage the budget for SEND resources.
Other professional requirements:

- To achieve the National Award in Special Educational Needs Co-ordination within 3 years of appointment.
- To co-ordinate the Annual, Interim Review and Education Health Care Plan timetable and procedures in liaison with the Business Manager/Business Team.
- To chair the Annual, Interim Reviews and Education Health Care Plan meetings for Deaf pupils with SEND.
- To cover teaching as and when necessary.
# PERSON SPECIFICATION

**Post title:** SENCO  
**Responsible to:** Headteacher  
**Responsible for:** 1:1 TAs and all SEND provision and professionals  
**Purpose of the job:** The SENCO is required to carry out the duties of a schoolteacher as set out in the School Teachers’ Pay & Conditions Document and the Teachers’ Standards.

## Overall responsibility
- To lead, manage, develop and maintain high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils.  
- To model effective teaching, to coach and train colleagues and to teach, as appropriate, across the school.  
- To keep all aspects of paperwork including records and policies up-to-date and actioned as appropriate

## Selection criteria – all are essential except those marked * which are desirable

| Qualifications and experience | 1. Qualified Teacher Status  
2. National Qualification for Special Educational Needs Co-ordination *  
3. Proven track record of CPD  
4. Further specialist qualification in an aspect of SEND eg. ASD, SpLD *  
5. At least 5 years successful teaching experience within the primary age range  
6. Evidence of sound knowledge of effective quality first teaching and intervention strategies  
7. Demonstrable experience in working collaboratively with parents, colleagues, governors and the local community*  
8. Experience of monitoring and evaluating effective teaching and learning*  
9. Proven experience in effective liaison with a range of outside agencies* |
|-----------------------------|--------------------------------------------------|
| Professional knowledge and understanding | 1. Knowledge and understanding of the expectations within the new EYFS and National Curriculum  
2. Knowledge and understanding of current developments and best practice in SEND legislation and all aspects of inclusion and pastoral care  
3. Knowledge of the range and types of interventions available  
4. Confident use of ICT, including classroom technologies  
5. The effective management of provision for SEND  
6. Understanding of child protection procedures and safeguarding children |
| Abilities and skills | 1. Ability to use performance data to inform provision mapping and planning  
2. Ability to lead and manage people to work effectively, both individually and in teams  
3. Produce and update CAF forms, EHC plans and other statutory documents  
4. Ability to deal sensitively with people  
5. Show excellent time and management skills and analyse, prioritise and meet deadlines  
6. Ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills  
7. Ability to organise work effectively, prioritising and managing time, working under pressure to meet deadlines and setting personal goals  
8. Ability to promote the learning ethos of the school, supporting our vision for excellent education which develops happy, confident, successful and caring global citizens  
9. Ability to ensure environments within the school are welcoming, inclusive and fully supportive of all children achieving their very best |
| Personal qualities | 1. A commitment to inclusive education and a willingness to respond to the needs of all learners  
2. Ambition, energy, enthusiasm, determination and drive to develop your role  
3. Reliability, professionalism and integrity |