

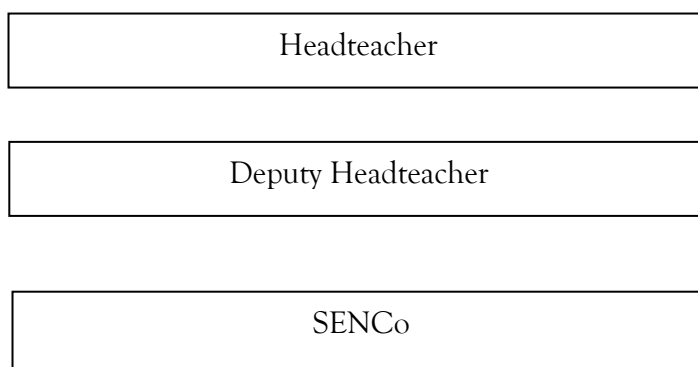


**Job Description**

Job Title:	SENCo
School:	St Patrick's Catholic Primary School
Salary:	MPS/UPS + SEN allowance
Reports to:	Headteacher
Direct Line Manager:	Deputy Headteacher
Responsible for:	Promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs and disabilities, pupil premium, LAC and those not reaching their full potential. Line management of Special Needs Assistants.
Any Special Conditions of Service:	The School operates a Smoke Free Policy for all its employees and applies to any building and associated grounds within the immediate vicinity of the School. To support the Catholic ethos of the school, including taking part in Religious Education and Acts of Worship.
DBS Disclosure Level	Enhanced

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Organisational Chart:



## **Job purpose and context**

To lead and manage the development of excellent classroom teaching practice across the school for pupils with barriers for learning and support the school in fulfilling its statutory SEND duties. To play a role in the overall strategic direction of continuing professional development (CPD) for teachers across the school.

To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners ensuring a centre of best practice and excellence.

To ensure high quality education for all pupils in a designated class and improve the quality of learning and standards of achievement. To carry out the professional duties of a teacher as set out in the current edition of the School Teacher's Pay and Conditions Document. To fulfil the duties of a class teacher against the Teacher Standards (2012) to a level that is consistent with what should be reasonably expected of a teacher in the relevant role and at the relevant stage of their career – whether an NQT, mid-career teacher, or one who is more experienced in accordance with the school's career stage expectations for teachers.

A teacher in a school shall perform in accordance with any directions which may reasonably be given to him or her by the Headteacher from time to time.

**Note:** In the context of this job description, supported pupils will include:

- Pupils on the School's Special Educational Needs and Disabilities Register;
- Pupils with identified specific learning difficulties;
- Pupils with identified behavioural needs;
- 'Looked After' and 'Former LAC' pupils;
- Pupils whose first language is other than English;
- Pupil Premium pupils and pupils eligible for free school meals;
- Pupils with deprivation backgrounds;
- Vulnerable pupils who the Headteacher considers have previously received, for any reason, inadequate or compromised education or are not making expected progress

### **A. Strategic direction and development:**

1. Support the vision, ethos and policies of the School which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability;
2. Help lead and manage the creation and implementation of the school strategic plan which identifies priorities and targets for ensuring pupils achieve high standards and make at least good progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it;
3. Support the evaluation of the effectiveness of the School's policies and developments and analyse their impact on pupils who have special educational needs or disabilities;
4. Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting;
5. Raise standards of individual pupil achievement and ensure that good attainment is maintained by being a model of and developing staff in high quality teaching;
6. Ensure that parents are well informed about the curriculum, targets, individual pupil's progress and achievement and are engaged as partners in their children's learning;
7. Develop and maintain good relationships with parents, outside agencies and the local community
8. Lead and promote collective responsibility for the implementation of School's Inclusion policies.
9. Monitor policy implementation and evaluations of teacher planning, teaching, pupils' work, teacher assessments and standards data, to raise the profile of Inclusion and improve the quality of learning and teaching, effectiveness of deployment of resources and to raise standards

### **B. Teaching and learning**

1. Identify and adopt the most effective teaching approaches for pupils with special educational needs and disabilities as well as other underachieving groups;
2. Monitor and support staff on teaching and learning activities to meet the needs of pupils with special educational needs and disabilities and other underachieving groups or individuals;
3. Identify and teach study skills that develop pupils' ability to work independently;
4. Liaise with other schools to ensure continuity of support and learning when transferring pupils with special educational needs.
5. Ensure that the teachers' practice contributes to national, school, cohort and individual teaching objectives and attainment targets are met for all supported groups

6. Ensure the learners in SEND or other vulnerable groups continue to make at least good progress in relation to their prior attainment and abilities.

### **C. Recording and assessment**

1. Set ambitious targets for raising achievement among pupils with special educational needs and disabilities and other supported groups;
2. Collect and interpret specialist assessment data;
3. Set up and maintain effective systems for early identification, assessment and review of children with special educational needs and disabilities, EAL and others as appropriate;
4. Update the Headteacher and Governing Body on the effectiveness of provision for pupils with special educational needs and disabilities and other groups;
5. Develop and promote understanding of learning needs and the importance of raising achievement among pupils, staff and parents;
6. Attend consultation evenings and keep parents informed about their child's progress.
7. Ensure assessment for learning continues to be integral to the teachers' practice and is demonstrated in teacher planning and learners' understanding of how, why and what they are learning;
8. Ensure teachers' judgements of SEND learners' progress and attainment levels are accurate, reflecting the teachers' understanding of children's needs;
9. Analyse attainment and observation data effectively and identify what needs to be done to improve teaching and the resources required to raise standards and improve pupils' outcomes;
10. Initiate and lead on the necessary improvements in your areas of responsibility

### **D. Leadership**

1. Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with special educational needs;
2. Provide training opportunities for support staff and teachers to ensure effective provision for underperforming groups;
3. Disseminate good practice in EAL and special educational needs and disabilities across the school assisting teachers and support staff;
4. Identify resources needed to meet the needs of pupils with special educational needs and disabilities and EAL pupils and advise the Headteacher of priorities for expenditure;
5. Make significant contribution to school discussions and improvement about provision in the curriculum and quality of teaching and learning for pupils with barriers to learning;
6. Set up systems and processes to ensure high level of school's sustainability in Inclusion

### **E. Standards and quality assurance**

1. Support and promote the aims and ethos of the School;
2. Set a good example in terms of professionalism, dress, punctuality and attendance;
3. Attend and participate in open evenings, school events, parent meetings and pupil performances;
4. Uphold the school's behaviour code, performance expectations and uniform regulations;
5. Participate in and lead staff training;
6. Attend team and staff meetings;
7. Develop links with Governors, Local Authority, neighbouring schools, networks and clusters
8. Promote accountability and challenge underperformance

### **F. Maintenance of Professional Standards:**

1. Keep yourself fully appraised and aware of educational and other appropriate developments whether national or local, and assess their impact on the school and the team;
2. Ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the school;
3. Ensure the development and maintenance of a team culture that enables all members of the team to be effective in their respective roles;
4. Ensure the development and maintenance of a collaborative culture, which demonstrates loyalty and integrity towards school leaders and the community;

### **G. Stakeholders**

1. To attend meetings as appropriate with the Governing Body and parents and to provide reports and information as required;
2. To support the work and development of school PTA FOSPA

### **Discipline, health and safety**

1. maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be in the school premises and when they are engaged in authorised school activities elsewhere;

### Working time

1. such a teacher shall be available for work for 195 days in any school year, of which 190 day shall be days on which he may be required to teach pupils in addition to carrying out other duties; and those 195 days shall be specified by his employer or, if his employer so direct, by the head teacher.
2. such a teacher shall not be required under is contract as a teacher to undertake midday supervision, and shall be allowed a break of reasonable length either between school sessions or between the hours of 12 noon and 2pm.
3. such a teacher shall, in addition to the requirements set out above, work such reasonable hours as may be needed to discharge effectively the professional duties assigned. The amount of time required for this purpose beyond 1265 hours in any school year, shall not be defined by the employer.
4. such a teacher shall be allowed as part of the 1265 working hours reasonable periods of time (PPA time) to carry out their duties (planning, preparation and assessment)
5. PPA time shall not be less than 10% of the teacher timetabled teaching time and should not be provided in periods of less than half an hour.

### ADDITIONAL REQUIREMENTS

St Patrick's Catholic Primary School has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training.

The postholder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role.

#### Notes:

The school expects its employees to work flexibly within the framework of the duties and responsibilities specified above. This means that the postholder may be expected to carry out work that it not specified in the job profile but which is within the remit of the duties and responsibilities

Schools are subject to the financial regulations of the council. The postholder is expected to become conversant with these regulations and adhere to them in the day to day operation of the job.

This job description will be subject of review from time to time and may be amended in consultation with the post holder.

#### Other:

To undertake training and constructively take part in meetings, supervision, seminars and other events designed to improve communication and assist with the effective development of the post and post holder

To familiarise and be confident in following the Child Protection procedures of the school and alerting the Headteacher or DHT of any concerns

Ensure that duties are undertaken with due regard and compliance with the Data Protection Act and other legislation

To carry out other minor and/or non-recruiting duties, appropriate to the post as may be directed

Carry out duties and responsibilities in accordance with St Patrick's Health and Safety Policy and relevant Health and Safety legislation

At all times carrying out responsibilities/duties with the framework of the Equal Opportunities Policy.

#### Secondary Duties:

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

To undertake such other duties and responsibilities of an equivalent nature, particularly in response to the changing role and needs of the school, as may be determined by the school.

Headteacher: \_\_\_\_\_ Date: \_\_\_\_\_

Agreed by Post Holder: \_\_\_\_\_ Date: \_\_\_\_\_