



JOHN RANKIN SCHOOLS

Job Description and Person Specification

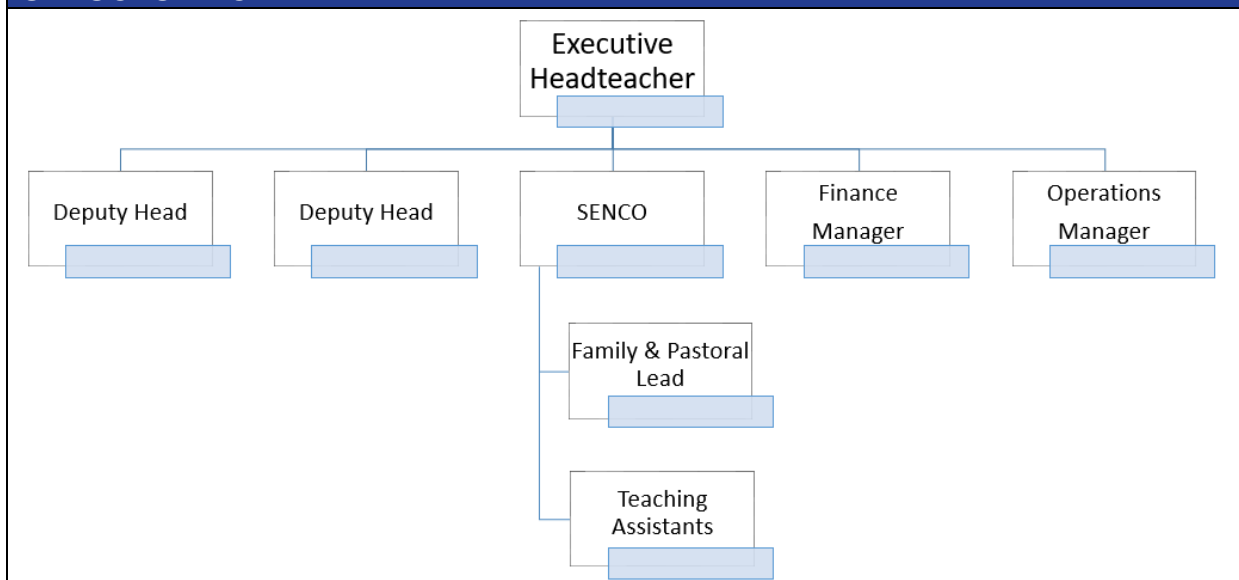
Job title	SENCO
School	John Rankin Schools
Salary grade	TMS1 to UPS3 with a TLR2
Reports to	Executive Headteacher
Supervises	Family & Pastoral Lead, Teaching Assistants

JOB PURPOSE

The SENCO, under the direction of the Headteacher, will:

- Determine the strategic development of special educational needs (SEN) and Pupil Premium Grant (PPG) policies and SEN, PPG and English as an Additional Language (EAL) provision in the school
- Be responsible for day-to-day operation of the SEN and PPG policies and co-ordination of specific provision to support individual pupils with SEN or a disability, PPG or EAL
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

STRUCTURE CHART





MAIN DUTIES AND RESPONSIBILITIES

Strategic development of SEN and PPG policies and SEN, PPG and EAL provision

- Have a strategic overview of provision for vulnerable pupils across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for vulnerable pupils.
- Make sure the SEN and PPG policies are 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 and PPG policies and co-ordination of provision

- Maintain an accurate SEND register and provision map.
- Provide guidance to colleagues on teaching vulnerable pupils, and 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 early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies.
- Be a key point of contact for external agencies, especially the local authority (LA).
- Analyse assessment data for vulnerable pupils.
- Implement and lead intervention groups for vulnerable pupils, and evaluate their effectiveness.

Support for vulnerable pupil groups

- Identify a pupil's SEN.
- 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



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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.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Work with the designated teacher for looked-after children, or act as the designated teacher, where a looked-after pupil has SEN or a disability.

Leadership and management

- Work with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information the governing board is required to publish.
- Contribute to the school improvement plan and whole-school policy.
- Identify training needs for staff and how to meet these needs.
- Lead INSET for staff.
- Share procedural information, such as the school's SEN policy and Pupil Premium Strategy Statement.
- Promote an ethos and culture that supports the school's SEN and PPG policies and promotes good outcomes for all pupils.
- Lead and manage teaching assistants (TAs) working with pupils with vulnerable pupils.
- Lead staff appraisals and produce appraisal reports.
- Review staff performance on an ongoing basis.
- Work closely with the Family and Pastoral Lead to plan holistic provision for all pupils.

PERSON SPECIFICATION		Essential/ Desirable
Qualifications		
A degree-level qualification and Qualified Teacher Status (QTS).		Essential
Relevant postgraduate qualification (e.g. National Award for SEN Co-ordination) or a willingness to complete it within 3 years of appointment.		Essential
Evidence of continuous development and research		Essential
Experience		
Experience of sustained exceptional classroom teaching across a range of year groups.		Essential
Experience of leading and managing change.		Essential



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Experience of working at a whole-school level	Essential
Involvement in self-evaluation and development planning	Essential
Experience of conducting training/leading INSET	Essential
Experience of managing teams	Essential
Knowledge and understanding	
An in-depth understanding of the national curriculum and assessment requirements.	Essential
Knowledge of effective teaching and learning strategies.	Essential
Excellent interpersonal skills, with the ability to build effective relationships with a range of stakeholders.	Essential
Strong leadership skills, with the ability to motivate and inspire others.	Essential
Excellent organisational skills, with the ability to manage multiple tasks simultaneously.	Essential
Excellent communication skills, both oral and written.	Essential
A commitment to continuous professional development.	Essential
Understanding of child protection, safeguarding and bullying issues and able to demonstrate understanding of own accountabilities.	Essential
Sound knowledge of the SEND Code of Practice	Essential
Understanding of what makes 'quality first' teaching, and of effective intervention strategies	Essential
Ability to plan and evaluate interventions	Essential
Data analysis skills and the ability to use data to inform provision planning	Essential
Ability to influence and negotiate	Essential
Good record-keeping skills	Essential
Good time management and organisation	Essential
Personal Qualities	
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school.	Essential
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability.	Essential
Ability to work under pressure and prioritise effectively.	Essential
Commitment to maintaining confidentiality at all times.	Essential
Commitment to safeguarding and equality.	Essential
Commitment to modelling our school values relentlessly.	Essential
Other work-related requirements	
Enhanced DBS check with relevant barred list.	Essential
This role has been identified as public facing in accordance with Part 7 of the Immigration Act 2016, and therefore the ability to fulfil all spoken aspects of the role with confidence in English will be required.	Essential



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Conversing at ease with members of the public (including pupils), providing advice and using any specialist terminology appropriate to the role is essential for the post.	
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Equal Opportunities	
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John Rankin Primary is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.	
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The successful candidate will be expected to promote and uphold the school's commitment to equal opportunities and diversity in all aspects of their work.	
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Note: The above person specification is intended to provide a general guide to the requirements of the role and is not an exhaustive list of the skills, knowledge, and experience required. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.