**St. James’ CEC Primary School**

**Inclusion Leader, SENCO Job Description**

**Post:** Inclusion Manager, SENCO

**Pay Scale:** MPS/UPS+TLR

**Responsible to:** Headteacher/Deputy Headteacher

**Job purpose:** This is a pivotal leadership role, combining three vital responsibilities: Inclusion Manager/Special Educational Needs Coordinator (SENCO), Mental Health & Well-being Lead and Deputy Designated Safeguarding Lead (DDSL). The role will involve providing strategic and operational leadership in these key areas. As part of the senior leadership team, the role will involve assisting in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs.

**Responsible for**: Teaching assistants, ELSA and other staff as appropriate

**Duties:** The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, after discussion with you, to reflect or anticipate changes in the job, commensurate with the salary and job title.

In the context of this Job Description, pupils with special educational needs are deemed to include:

• Pupils on the School’s Special Educational Needs Register;

• Pupils with identified specific learning difficulties;

• Pupils with identified behavioural challenges;

• ‘Looked After’ pupils;

• Pupils whose first language is other than English;

• Pupils eligible for free school meals;

• Vulnerable Pupils who require Early Help assessment or are on a child protection plan • Pupils belonging to ethnic minorities;

• Pupils of Romany, Gipsy or Traveller families;

• Pupils who the Headteacher considers have previously received, for any reason, an inadequate or compromised education.

**Strategic direction and development:**

* 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.
* Help lead and manage the creation and implementation of the school improvement plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it.
* Support the evaluation of the effectiveness of the school's policies and developments and analyse their impact on pupils who have special educational needs.
* Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting.
* Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high-quality teaching – this could be through coaching and mentoring.
* Ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement.
* Develop and maintain good relationships with parents, outside agencies and the local community.
* To contribute and or attend governors’ meetings when necessary.
* Have an up- to-date knowledge of national and local initiatives which may impact upon policy and practice.
* Take a lead role in planning, implementing and reviewing the school’s pupil premium strategy.
* Work as designated teacher for looked-after children with or without SEN or a disability

**Teaching and learning including the Progress and Achievement of Pupils**

* Support the identification of, and disseminate, the most effective teaching approaches for pupils with SEND
* Monitor the achievements, welfare and behaviour of pupils, and follow up the progress reviews, liaising with staff and parents when appropriate
* Liaise with local authorities, feeder schools particularly regarding transition, and external agencies
* Influence the whole Teaching and Learning policy to promote aspects of inclusive teaching.
* Provide opportunities for observation of colleagues/visits to other schools in order to share best practice
* Collect and interpret specialist assessment data gathered on pupils and use to inform practice
* Work with pupils, subject leaders, class teachers to ensure realistic expectations of behaviour and achievement is set for SEND pupils
* Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum
* Oversee and monitor the quality of targets and other support plans, maintaining detailed information for subsequent meetings with parents
* Develop systems for colleagues to monitor and record progress made by pupils with SEND towards the achievement of targets and support plans
* Review targets and support plans with parents, pupils, teachers and agree and communicate new targets
* Support the Headteacher in meeting statutory responsibilities for SEND EHCPs and their Annual Review
* Lead the Annual Review meetings for pupils with an EHCP of special needs

**Recording and assessment**

* Set targets for raising achievement for pupils with special educational needs.
* Collect and interpret specialist assessment data.
* Set up systems for identifying, assessing and reviewing special educational needs.
* Update the Headteacher and governing body on the effectiveness of provision for pupils with special educational needs.
* Develop understanding of learning needs and the importance of raising achievement among pupils.
* Attend consultation evenings and keep parents informed about their child's progress.
* Maintain a register of children with specific needs identifying provision being made.
* Advise and co-ordinate detailed assessments when necessary
* Complete referral / CAF forms to request support for pupils and their families.
* Identify, adopt and monitor the most effective teaching approaches for those pupils with special educational needs, including intervention programmes where necessary
* Provide training opportunities for teaching assistants and other teachers to learn about special educational needs;
* Disseminate good practice in special educational needs across the school;
* Identify resources needed to meet the needs of pupils with special educational needs and advise the head teacher of priorities for expenditure.
* To assist the Headteacher and Deputy Headteacher in ensuring effective communication and liaison within the school.
* To support in co-ordinating and monitoring provision for Children in Need, including those looked after or subject to child protection procedures.
* Help class teachers to write Individual Educational Plans and to organise manageable recording systems.
* Arrange termly intervals with staff to evaluate the evidence and progress made by SEND pupils to inform new Individual Education Plans.
* Co-ordinating provision in accordance to the Code of Practice by calling meetings as necessary and ensuring that all involved parties (class teachers, parents, outside agencies, Teaching assistants and the pupil as appropriate) contribute if they can, to the Individual Education Plans and reviews.
* Instigating a system of storing records alongside school leaders
* To create a provision map and a timetable for the delivery of the provision.

**Leadership and Management**

* Lead and line manage the Teaching assistants and ELSA and make a contribution to the evaluation of the work of the team
* Contribute to the School Development Plan
* Share good practice with colleagues
* Support the professional development of all staff
* Advise the Headteacher on all staffing matters within the team
* Appraise specified colleagues on an annual basis as required
* Encourage all staff to recognise and fulfil their statutory responsibilities
* Identify the training needs of staff and organise / coordinate INSET to be delivered by other professionals
* Disseminate procedural information such as recommendations of the code of practice or the schools own SEND policy
* Provide regular information to the Headteacher, governing body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision-making and policy review.
* Efficient and effective deployment of staff and resources
* Provide advice to Headteacher/SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND
* Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including IT
* Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school
* Ensure website is kept up to date with SEND information and guidance

**Mental Health Lead Responsibilities**

* Develop and implement a whole-school strategy for promoting mental health and wellbeing, aligned with national guidelines.
* Provide guidance and support to staff on identifying and responding to mental health needs in pupils.
* Work with children, families, and external agencies to coordinate mental health support, including early interventions.
* Deliver training and workshops for staff to raise awareness of mental health and build confidence in addressing wellbeing concerns.
* Act as the key point of contact for external mental health professionals and services.
* Monitor and evaluate the effectiveness of mental health and wellbeing initiatives, reporting on progress and outcomes to the Headteacher and governors.
* Promote a culture of openness and understanding about mental health across the school community.
* Ensure children and staff have access to appropriate resources and support for mental health and emotional wellbeing.

**Making referrals**

* Refer a child for Statutory Assessment and collect the necessary evidence, to show that the child concerned has significant needs and that the school has done all that it could reasonably be expected to do to meet the child’s needs.
* Draw up the school's educational advice if a referral is accepted.
* When a child obtains an EHCP, conduct a post-statement planning meeting and helping to form annual objectives and short-term targets.

**Annual statement reviews**

* Carry out annual and interim reviews of EHCP children. In doing this the SENCO must obey the legal requirements for running the meetings and sending minutes to those concerned.

**Transition**

* Liaise with feeder schools and schools in the next phase with regard to those with Special Educational Needs in order to ensure continuity of care.
* Ensuring that when a pupil leaves the school, all their records are passed to the next school that they attend.
* Advise and help staff in the new school, to understand the educational implications of various conditions and the needs of individual children, also support teachers to think of ways of adapting the curriculum, teaching or classroom.

**Maintenance of Professional Standards**

* Maintain teachers’ professional standards at all times
* Co-operate with the other members of staff in maintaining the school philosophy, policies and ethos, working as part of the school team
* Take responsibility for own professional development and keep up-to-date with research of all kinds, relating to school and own professional development
* Have a good understanding of, and commitment to, child protection, safeguarding, health and safety and promoting the welfare of pupils in your care
* Operate at all times within the stated policies and practices of the school
* Set a good example through own presentation, personal and professional conduct
* Contribute to the life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
* Work with colleagues, parents, other schools and the community for the benefit of the school and to attend major school functions
* Make a contribution to the full life of the school

**Other Duties and Responsibilities**

Undertake any other reasonable professional task as directed by the Headteacher

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Inclusion Leader, SENCO Person specification**

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| **Qualifications and experience** | Essential /  Desirable |
| Qualified Teacher Status | E |
| Educated to degree level | E |
| Evidence of recent professional development | E |
| SENCo qualification or willingness to undertake qualification | E |
| **Experience** |  |
| Teaching experience in the primary range | E |
| Proven ability as an excellent classroom teacher | D |
| Experience of inter-agency work | E |
| Experience of working with SEND pupils | E |
| **Professional knowledge, skills and understanding** |  |
| Knowledge of the relevant legislation - SEN Code of Practice, equal opportunities and  disability discrimination | E |
| Knowledge of the Primary National Curriculum | E |
| Knowledge of how the curriculum can reduce barriers to learning | E |
| A knowledge of strategies that enable high quality and standards in learning and teaching | E |
| Inclusion and strategies for engaging all learners | E |
| Achieving and sustaining high standards | E |
| An understanding of the importance of partnerships with parents | E |
| Knowledge of the range and type of interventions available and the ability to apply these in the context of the school’s resources and the pupils | E |
| Child Protection and Safeguarding procedures | E |
| Knowledge of current inclusion issues | E |

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| **Professional Skills and Abilities** | Essential /  Desirable |
| Using a positive approach to promote learning | E |
| Ability to analyse, prioritise and meet deadlines | E |
| Ability to use assessment data to report on pupils’ performance to the SLT and Governors | E |
| Ability to use IT to support the curriculum and the school | E |
| Must be able to use assessments of pupils’ learning to inform future planning | E |
| Ability to plan and work collaboratively with colleagues | E |
| Ability to develop and maintain positive relationships with parents and children | E |
| **Personal Qualities and Values** |  |
| A commitment to inclusive education and willingness to respond to the needs of the  individual learners with sensitivity | E |
| Good interpersonal and communication skills | E |
| A positive and resilient individual with drive, integrity and a cheerful disposition | E |
| Open minded, the ability to self-evaluate and adaptable to change | E |
| Willingness to make a contribution to the full life of school | E |
| Have high expectations of everyone | E |
| **Safeguarding** |  |
| In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children. | E |