



ROLE PROFILE

Special Education Needs Coordinator (SENCO)



Job Family	Teaching
Report To	Headmistress
Direct reports	None
Status	Permanent contract
Hours	Part Time

Purpose of the role:

To lead, manage and review the SEND provision and to elevate the teaching and learning experiences for SEND pupils, modelling and embedding the high-quality adaptive teaching and learning experiences across the School.

The SENCO will ensure an effective and impactful approach to SEND by providing strategies and advice to support all staff and developing processes that encourage efficiency and collaboration.

Key Responsibilities:

PASTORAL

- Promote the wellbeing, health and happiness of the children by curating a secure environment; fostering positivity, self-esteem, inclusion, and establishing relationships based on mutual respect.
- Promote and demonstrate in action the vision, values and ethos of the school, ensuring these are embedded in everyday practice.
- Create a stimulating, age-appropriate and supportive learning environment, in which all children may thrive.
- Ensure children are supported, and their work is valued.

TEACHING AND LEARNING

- Lead and inclusion across the School to ensure all pupils with SEND are appropriately identified, supported and challenged to achieve their potential.
- Ensure the School fulfills its statutory responsibilities and maximises the progress of pupils with SEND.
- Develop and enhance teaching and learning across all areas of provision with regards to pupils with SEND.
- Champion a coordinated and graduated response to intervention, liaising effectively with broader teams and other educational providers to ensure that pupils with SEND are supported to thrive.
- Triage, coordinate, deliver and review impactful focused learning opportunities for those children referred to the SENCO.
- Ensure that provision and multi-agency support for pupils (and where necessary, their families) is cohesive, relevant and impactful upon pupil engagement and progress.
- Model the most effective ways of adapting teaching to meet needs in the classroom.
- Monitor, evaluate and implement interventions for pupils, analysing and interpreting

performance data and identifying any focus learning requirements and/or challenge provision for learners.

- Inspire pupils to develop an enthusiasm to become independent learners and foster a life-long interest in personal development; providing learning opportunities that are underpinned by enquiry and exploration and encouraging pupils to engage in reflective practice and
- Ensure excellent pupil progress through effective observation, planning, assessment, progress tracking and reporting.
- Work closely with members of the teaching team in coordinating support for pupils with SEN and opportunities to extend higher attaining learners.
- Secure purposeful partnership with parents, carers and multi-agencies, communicating and consulting on pupil progress and attainment in line with School policies and procedures.

SAFEGUARDING

- Engage in all safeguarding training as required and adhere to all regulatory requirements.
- Carry out all duties with due regard and a personal commitment to the School's safeguarding, equality and health and safety policies and procedures, along with the staff code of conduct
- Ensure that all safeguarding concerns are reported in a timely manner and in line with policy.

PROFESSIONAL STANDARDS

- Be committed to continuing professional development, keeping abreast of developments in pedagogical approaches and, if not already qualified, complete the NPQSENDCo.
- Attend all INSET and staff training events.
- Contribute to the extra-curricular life of the School by offering clubs and activities after school.
- Contribute fully to the wider life of the school, including but not limited to attendance at School engagements / events and the promotion of the School within the wider community.
- Work co-operatively alongside members of the wider school team, demonstrating flexibility and initiative, fostering a cooperative and positive culture and acting as a role model to others.
- Develop excellent relationships with parents/carers, encouraging and promoting home/school partnerships through clear and open communication and consultation.
- Develop effective links with the local community, and identify further opportunities to enrich the curriculum, enhance teaching and to develop pupils' wider understanding.
- Use a range of strategies to model and promote positive behaviour in line with the School Values and behaviour expectations.
- Conduct school assemblies and arrange visiting speakers.
- Comply with the timetables and Duty Rota, including the provision of late-night duties as scheduled.
- Undertake wider staff responsibilities and such additional duties as might be reasonably requested by the Headmistress or other authorised person including, but not limited to, covering lessons and staff duties.

Other Duties:

This job description is a broad picture of the post at the date of preparation. It is not an exhaustive list of all possible duties, and it is recognised that jobs change and evolve over time. Consequently, this is not a contractual document and the postholder will be required to carry out any other duties to the equivalent level that are necessary to fulfil the purpose of the job.

Person Specification		
	Essential	Desirable
A. Qualifications	<ul style="list-style-type: none"> Relevant Degree (A, I) Qualified Teacher Status (A, I) 	<ul style="list-style-type: none"> Recent and relevant CPD (A, I) Paediatric first aid (A, I)
B. Experience (Teaching & Learning)	<ul style="list-style-type: none"> Experience across KS1 & KS2 (A, I) Plans and delivery incorporate innovative approaches to enrich pupil experience (A, I) Uses data, including standardised and school-based assessments, to drive continuous improvement (A, I) Promotes a culture of high expectations and appropriate challenge (R) Committed to personalised learning approaches, to ensure success for every child. (A, I) Enables inclusive and flexible learning choices and effective paths that lead to pupil success (A, I) 	<ul style="list-style-type: none"> Experience within the SENCO role (A, I) NPQ qualification or equivalent (A) Experience of delivering best practice in teaching and learning within a Prep school environment (A, I, R) Relevant experience of subject coordination. (A, I, R) Understands future curriculum developments (A, I) Thorough knowledge of Independent Schools Regulations for compliance and quality of education (I)
C. Collaboration	<ul style="list-style-type: none"> Builds and sustains reciprocal relationships and leverages those partnerships to cultivate inclusive, caring and culturally responsive school communities (A, I, R) Promotes partnership with parents / carers, to enhance children's enjoyment, wellbeing, achievement and personal development (R) Communicate effectively with the school community and outside agencies (A, I, R) Treats people fairly, equitably, and supports a positive school ethos (R) Demonstrates balanced and fair judgement (R) 	
D. Safeguarding	<ul style="list-style-type: none"> Undertakes training in line with the expectations set out in the latest version of Keeping Children Safe in Education (KCSIE). (A, I, R) Keeps up to date with local and national initiatives, announcements, guidance and legislation. (I) Knows when and how to report a concern (I) 	<ul style="list-style-type: none"> DDSL trained
E. Equal Opportunities	<ul style="list-style-type: none"> Understands of the requirements of Equality and Diversity and how they can be addressed in schools (I, R) 	
F. Equal Opportunities	<ul style="list-style-type: none"> Understands of the requirements of Equality and Diversity and how they can be addressed in schools (I, R) 	
G. Skills and Personal Qualities	<ul style="list-style-type: none"> Be focused, aspirational, independent and resilient (A, I, R) Good ICT skills (A, I) Organised and able to maintain accurate records (A, I, R) Able to think and plan strategically and manage the classroom (A, I, R) Have the ability to reflect on own practice (A, I, R) 	
Attributes measured by: A – Application I – Interview R – Reference		