**Special educational needs coordinator (SENCO) / DSL / PP/LAC/PLAC Lead job description**

This job description outlines the requirements and specification of the ideal candidate for the role of SENCO/DSL/PP lead.

The SENCO has an important role to play in determining the strategic development of SEND policy and provision at the school, and in the day-to-day coordination of specific provision that is made to support individual pupils with SEND. They are responsible for providing professional guidance to colleagues and will work closely with staff, parents, and a range of external agencies in providing a support role to families.

To be most effective in their role, it is recommended that they should be part of the SLT. As such, they should be able to demonstrate their knowledge and experience of school management and leadership, as well as their ability to liaise and work with others to achieve equality of opportunity for all pupils at the school, including those identified with SEND.

This job description is also suitable for the role of a deputy DSL; however, while the activities of the DSL these can be delegated to a deputy, the ultimate lead responsibility for safeguarding remains with the DSL.

The pupil premium lead should be a central point of contact within the school, responsible for providing professional guidance to colleagues and working closely with staff, parents, and external agencies in providing a support role to pupils and families.

Designated teachers have a more direct and day-to-day role in promoting the educational achievement of looked-after and previously looked-after children, either directly or through appropriate delegation.

**SENCO (DSL & PP Lead) job description**

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| **Employment details** | |
| Job title | **SENCO (DSL & PP Lead)** |
| Reports to | **Headteacher** |
| Hours of work |  |
| Salary | £ |
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| **General duties**   * Have overall responsibility for determining the strategic development of SEND policy and provision in the school. * Have day-to-day responsibility for the coordination of SEND provision to support individual pupils. * Where a looked after child has SEND, ensure effective communication with the relevant designated teacher. * Advise on the graduated approach to providing SEND support. * Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively. * Liaise with the parents of pupils with SEND. * Liaise with early years providers (where required), other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision. * Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted. * Liaise with potential next providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned. * Work with the headteacher and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements. * Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date. * Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed. * Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively. * Have a sound knowledge of how relevant legislation, including the ‘SEND Code of Practice: 0 to 25 years’, impacts the school’s SEND provision. * Understand how the needs of pupils with SEND change as they get older. * Participate in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments to ensure pupils make progress. * Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place. * Contribute to creating a safe and welcoming learning environment. * Be available during all school hours during term time for staff to discuss any safeguarding concerns. Generally, this should be in person; however, they may be available virtually in exceptional circumstances. * Be responsible for leading, managing and developing the school’s provision for disadvantaged pupils. * Act as the central point of contact at the school and facilitate effective cooperation with parents, carers and other professionals. * Provide strategic leadership across the school and contribute to the development and review of whole-school policies and procedures. * Provide a range of support services designed to enhance existing provisions, support learning, increase participation and encourage social inclusion. * Contribute to a safe and welcoming learning environment for pupils, particularly for those who may be vulnerable. * Monitor pupils’ behaviour, attendance, progress, and performance in all areas of school life. * Identify and analyse current patterns of vulnerability of pupils in the school. * Provide pastoral support for all pupils eligible for the pupil premium grant (PPG). | |
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| **Teaching and learning**   * Liaise with the headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND. * Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff. * Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.   **Supporting pupils**   * Promote effective home-school links through contact with the pupils’ parents about how they can support pupils’ progress. * Identify disadvantaged pupils’ barriers to learning in order to design, lead and deliver appropriate intervention strategies. * Ensure pupils are involved in decision-making for their targets and progress and supported to take responsibility for their own learning. * Ensure that up-to-date information regarding pupils’ support needs and progress is communicated to staff, pupils and parents. * Work with individual pupils and groups of pupils to provide tailored support, as required. * Ensure there are effective support processes in place for disadvantaged pupils during transition periods. * Actively pursue ways to improve outcomes for disadvantaged pupils across the school. | |
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| **Leadership and management**   * Coordinate and support the full SEND team. * Support staff members to understand the needs of pupils with SEND. * Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary. * Provide professional guidance to staff to secure good quality teaching for pupils with SEND. * Guide staff in recognising and fulfilling their responsibilities to support pupils with SEND. * Contribute to the performance management process of any SEND teachers, learning support staff and TAs. * Act as a point of contact and offer advice to staff seeking to learn more about, or develop skills relating to, SEND. * Ensure the school’s SEND provision is inclusive at all levels. * Contribute to curriculum planning to ensure that it reflects the needs of pupils with SEND. * Help to cater for the needs of pupils with SEND by contributing to the effective deployment of learning support staff. * Contribute to the creation of an effective SDP which appropriately considers the needs of pupils with SEND. * Ensure that learning support staff are supervised effectively. * Provide a clear and ambitious action plan for the PPG and intervention provision. * Be responsible for the deployment of additional resources targeted at improving outcomes for disadvantaged pupils. * Ensure PPG funding reaches the groups of pupils for whom it is intended and that it makes a significant impact on their education. * Assess and evaluate the effectiveness of provision for disadvantaged and vulnerable pupils and review action plans as appropriate. * Use the school tracking systems to monitor the progress of pupils. * Provide regular reports and information regarding pupil progress to the headteacher and governors. | |
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| **Communication**   * Contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders. * Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility. * Talk to pupils with SEND and listen to their feedback, with a view to developing a more effective support system. * Develop and maintain effective relationships with parents, colleagues, the **governing board** and the local community. * Develop and maintain links with the LA advisory and support services. * Information sharing * Ensure child protection files are kept up-to-date. * Keep detailed, accurate and secure written records of concerns and referrals. * Where necessary, securely transfer child protection files, and any additional safeguarding information considered appropriate, to other educational establishments, ensuring that confirmation of receipt is obtained. * Understand the importance of information sharing with appropriate staff and external agencies.   **Working with others**   * Act as a source of support, advice and expertise for all staff regarding child protection and safeguarding matters. * Engage with children’s social care and specialist services as required. * Continuously keep the headteacher informed of any safeguarding issues or ongoing enquiries. * Ensure the governing board is kept up-to-date on a regular basis regarding all child protection issues and investigations. * Have a good knowledge of local inter-agency arrangements led by the three safeguarding partners (the LA, integrated care boards, and a chief officer of police from within the LA), and act as the main point of contact with the safeguarding partners. * Have a working knowledge of how LAs conduct a child protection case conference and be able to attend these, as well as effectively contribute to these when required. * As required, work with the case manager and LA designated officer (LADO) for child protection concerns which involve a member of staff. * Work with staff (particularly teachers, pastoral staff, the school nurse, IT technicians, the senior mental health lead and the SENCO) on safeguarding matters. * Liaise with the senior mental health lead where safeguarding concerns are linked to mental health. * Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances. * Work with the headteacher and other key members of staff, taking the lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on these pupils. * Encourage staff members to challenge behaviour that breaches the Staff Code of Conduct. * Provide written reports to the governing board and headteacher in a timely manner. * Take part in strategy discussions and inter-agency meetings.   **Information sharing**   * Ensure child protection files are kept up-to-date. * Keep detailed, accurate and secure written records of concerns and referrals. * Where necessary, securely transfer child protection files, and any additional safeguarding information considered appropriate, to other educational establishments, ensuring that confirmation of receipt is obtained. * Understand the importance of information sharing with appropriate staff and external agencies. * Work in line with relevant data protection legislation, including the Data Protection Act 2018 and UK GDPR.   **Working with school staff**   * Liaise with teachers and support staff regarding pupils’ outcomes and progress. * Ensure staff understand the issues affecting disadvantaged pupils and how the whole school supports the educational achievement of these pupils. * Ensure staff have high expectations of pupils and set ambitious targets. * For PLAC, ensure staff are aware of the emotional, psychological, and social effects of loss and separation from birth families. * Ensure staff understand the importance of involving parents in decisions affecting their child’s education. * Provide regular updates regarding vulnerable pupils. * Work with the SENCO, designated teacher and LA wherever necessary to support pupils who have SEND. * Provide and signpost relevant CPD opportunities available to staff. * Work closely with staff to rigorously monitor and evaluate progress, assess teaching and learning strategies and ensure that identified actions are put in place. | |
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| **Recording and assessment**   * Ensure that the school’s administrative work for SEND is effectively completed. * Work with teachers to set challenging targets for raising achievement amongst pupils with SEND. | |

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| **Managing referrals**   * Act as the first point of contact for staff members raising safeguarding and child protection concerns. * Identify pupils who may be at risk and use the correct referral protocol to reduce these risks. * Respond appropriately to disclosures or concerns relating to the wellbeing of a pupil. * Refer cases of suspected child protection issues to the appropriate investigating agency, e.g. children’s social care services (CSCS), the police and Channel. * Work closely with staff on safeguarding and child protection matters, ensuring that staff members understand when it is necessary for a referral to be made. * Support staff members who make referrals to external agencies. * Notify the DBS of staff who have been dismissed or have left due to posing risk or harm to a child. * Liaise with the LA and follow up any referrals made, ensuring the school aids the LA’s work where necessary. |

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| **Training**   * Attend comprehensive safeguarding and child protection training at least every two years. * Undertake Prevent awareness training. * In addition to formal training, update knowledge and skills at regular intervals and at least annually. * Understand the assessment process for providing early help and intervention, and take the lead when early help is appropriate. * Provide training and relevant safeguarding updates to staff and **governors** as required. * Provide comprehensive induction training to new staff and early career teachers (ECTs) with the aim to strengthen their safeguarding skills and experience. * As part of all staff members’ inductions, conduct safeguarding training that includes the following systems:   + **The Child Protection and Safeguarding Policy**   + **The Behaviour Policy**   + **The Staff Code of Conduct**   + **The Children Missing Education Policy**   + Details about their role, including theirs, and any deputy DSLs’, identities and contact details * Provide safeguarding and child protection guidance to deputy DSLs, where appropriate. * Ensure staff members have access to and understand the school’s **Child Protection and Safeguarding Policy** and procedures. * Provide advice and support to staff members regarding child protection issues such as radicalisation. * Keep staff members up-to-date with guidance regarding safeguarding, including the Prevent duty. |
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| **Working with pupils**   * Encourage a culture of listening to pupils and taking account of their wishes and feelings throughout the school and its procedures. * Understand the difficulties pupils may have in approaching staff about their circumstances and ensure trusted relationships are built. * Be alert to, and understand, the specific needs of vulnerable pupils. * Monitor pupils at risk of harm or those that have been subject to harm, providing support and ensuring their welfare. * Recognise potential barriers some pupils, e.g those with SEND, may face to disclosing abuse, or staff recognising that they are being abused, ensuring measures are in place to mitigate such issues. |

**SENCO / DSL /PP Lead *person specification***

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| **Qualifications and training**  *Check application/interview*C:\Users\gillianfoan\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2DD2BCAC.tmp | |  |  |
| **Essential** | C:\Users\gillianfoan\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2DD2BCAC.tmp | **Desirable** | C:\Users\gillianfoan\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2DD2BCAC.tmp |
| * Have a degree in a relevant subject. * Have QTS. * Have taught at KS1 and KS2 for at least two years. * At least 12 months experience working as a school SENCO.   or   * A commitment to achieve a National Award in Special Educational Needs within three years of appointment if having less than 12 months experience. * Evidence of undergoing sufficient safeguarding and child protection training. * Willing to undertake further training. |  | * Relevant safeguarding and child protection training undertaken and a willingness to update training regularly. * Have achieved a National Award in Special Educational Needs Coordination |  |
| **Knowledge, skills and experience** | |  |  |
| **Essential** |  | **Desirable** |  |
| * Experience of working with pupils with SEND, and pupils with emotional and behavioural difficulties. * Experience working alongside an SLT to develop the quality of the curriculum and learning activities. * Experience co-ordinating provision for children with SEND. * Sound knowledge of the SEND Code of Practice and its application. * Sound knowledge of the graduated approach to providing SEN support. * Experience of behaviour management techniques for groups and individuals with SEND. * A good understanding of the principles of school improvement. * Experience working effectively with colleagues to improve classroom practice. * Experience utilising and analysing effective assessment systems and recording and maintaining pupil records. * Developing policies and protocols. * Managing child protection cases and investigations. * Liaising with a range of agencies and professionals to support pupils. * Working effectively with parents to safeguard pupils. * Experience of working effectively with disadvantaged and vulnerable pupils. * Experience of working alongside an SLT to develop the curriculum and learning activities. * Experience of working effectively with parents to safeguard pupils. * Evidence of a positive impact on pupil outcomes. * A good understanding of the principles of school improvement. |  | * Experience liaising with a range of people, agencies, and professionals including, the parents of pupils, the LA and other providers. * Demonstrate a greater understanding of how pupils with SEND develop. * Demonstrate a sound understanding of SEND funding on offer. * Experience in making reasonable adjustments and access arrangements for pupils with SEND. * Ability to show how school policies could be adapted to be inclusive of disadvantaged and vulnerable pupils. * An understanding of the statutory requirements concerning pupil premium funding. * Experience of managing a budget. |  |
| **Personal traits** | | | |
| **The successful candidate will have** | | |  |
| * A commitment to equal opportunities and empowering others. * Excellent communication skills, both written and verbal. * Excellent time management and organisation skills. * An ability to manage and prioritise a demanding workload, and that of others. * A flexible approach towards working practices. * The ability to work as both part of a team and independently. * An ability to work with pupils and their families in a sensitive and positive way. * An ability to establish and maintain professional working relationships. * High levels of drive, energy and integrity. * Demonstrable leadership qualities, e.g. assertiveness, confidence, resilience. * An ability to model good practice and engage in self-reflection. * A commitment to improve current skills and demonstrate a willingness to develop further. * A commitment to contributing to the wider school community. * Explain the principles involved in giving advice and guidance to pupils, including the stance on confidentiality. * Demonstrate how to write action plans for pupils, maintain accurate records and create complex safeguarding reports. * Show how they would motivate pupils by establishing empathetic and supportive working relationships. * Work as part of a team as well as independently, using their initiative. * Demonstrate knowledge of the responsibilities of agencies towards vulnerable pupils. * Explain the additional support, which can be of assistance to vulnerable pupils and families. * High levels of drive, energy and integrity. * Demonstrable leadership qualities, e.g. assertiveness, confidence, resilience. * An ability to model good practice and engage in self-reflection. * A commitment to improve current skills and demonstrate a willingness to develop further. | | |  |
| **Additional requirements** | |  |  |
| **The successful candidate will be** | | |  |
| * Flexible, reliable, enthusiastic and patient. * Inspiring and influential. * Able to take control, lead and manage situations. * Consistent in modelling good practice and behaviour. * The successful candidate will have: * An enhanced DBS check with barred lists certificate. * A good attendance and punctuality record. * Excellent verbal and written communication skills. * Excellent time management and organisation. * High expectations of self and professional standards. * A commitment to CPD. * The ability to work as both part of a team and independently. * The ability to maintain successful working relationships with other colleagues. * A willingness to work outside of the timetabled day where necessary. * High levels of drive, energy and integrity. * The successful candidate will be: * Confident in a leadership role. * Able to promote good behaviour consistently. * Able to plan and take control of situations. * Committed to contributing to the wider school and its community. * Capable of handling a demanding workload and successfully prioritising work. * Committed to protecting the welfare of young people. * Professionally assertive and clear thinking. * Able to work flexibly, attending morning and evening meetings, in addition to managing a demanding workload. | | |  |