



St. Joseph's Institution International School

POSITION DESCRIPTION

Job Title:	<i>SENCO (Elementary School)</i>		
Reporting To:	<i>Head of Elementary; Assistant Principals</i>		
Direct Reports:	<i>Learning Support Team (Personal Learning Assistants (PLAs) and SEN Teaching Assistants)</i>		
Effective starting from:	<i>1 August 2027</i>	To:	<i>31 July 2029</i>

Primary Purpose: The SENCO is responsible for the strategic development and day-to-day operation of Special Educational Needs (SEN) policy and provision across the Elementary School (ES), within the spirit of the school's Lasallian Values. The SENCO co-ordinates provision to support individual pupils with SEN or a disability, provides professional guidance to colleagues and parents, and manages the Learning Support team and the external agencies that support SEN pupils at SJIIS. The SENCO undertakes all the professional duties of a teacher, working under the direction of the Assistant Principal Academics, and shows a consistent commitment to the aims, policies, and ethos of the school through personal conduct and effective relationships with colleagues, parents, and pupils.

General Duties and Responsibilities

As SENCO, the post-holder will:

- Determine the strategic development of SEN policy and provision across the ES.
- Take responsibility for the day-to-day operation of the SEN policy and the co-ordination of specific provision to support individual pupils with SEN or a disability.
- Provide professional guidance to colleagues, working closely with staff and parents.
- Manage the Learning Support team and the outside agencies that support SEN pupils at SJIIS.
- Undertake all the professional duties of a teacher under the direction of the Assistant Principal Academics.
- Demonstrate a consistent commitment to the aims, policies, and ethos of the school, maintaining this through personal conduct and effective relationships with colleagues, parents, and pupils.

Specific Duties and Responsibilities

1. Strategic Development of SEN Policy & Provision

- Hold a strategic overview of provision for pupils with SEN or a disability across the ES, monitoring and reviewing the quality of provision.
- Ensure the SEN policy is put into practice, and that its objectives are reflected in the School Development Plan.
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's SEN policy and practice.
- Evaluate whether support is being used effectively, and propose changes to improve its impact.



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2. Operation of the SEN Policy & Co-ordination of Provision

- Maintain an accurate SEND register and provision map.
- Provide guidance to colleagues on teaching pupils with SEN or a disability, 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.
- Maintain awareness of provision available in the local area and signpost families accordingly.
- Work with educational psychologists, health and social care professionals, other schools, and other external agencies, acting as a key point of contact for them.
- Analyse assessment data for pupils with SEN or a disability.
- Manage assessments for new SEN pupils and plan their induction.
- Manage the Learning Support team, including weekly SEN support activities.
- Oversee the SEN timetable and liaise with outside agencies working within the school.
- Interview new Personal Learning Assistants (PLAs) and share the school's PLA expectations with them.

3. Support for Pupils with SEN or a Disability

- Identify a pupil's SEN.
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness.
- Secure relevant therapies for the pupil.
- Ensure records are maintained and kept up to date.
- Review the individual education plan (IEP) with parents or carers and the pupil at termly IEP meetings.
- Communicate regularly with parents or carers.
- Liaise with the School Nurse regarding health plans, updating information where appropriate.
- Ensure that if a pupil transfers to another school, all relevant information is conveyed to it, supporting a smooth transition for the pupil in partnership with the relevant Coordinator.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities, and extra-curricular activities.
- Work with the Deputy Principal (Designated Safeguarding Lead) where a looked-after pupil has SEN or a disability.
- Conduct classroom observations of SEN pupils and any pupils referred by teachers.
- Oversee learning profiles and social stories to support transitions.



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4. Leadership & Management

- Prepare and review information the Board is required to publish on SEN provision.
- Contribute to the School Development Plan with the Senior Leadership Team as needed.
- Identify staff training needs relating to SEN and how to meet them, leading relevant INSET.
- Support staff with IEP targets and provision — including pupils needing behaviour support, using the school's restorative, virtues-based approach — and attend meetings where appropriate.
- Share procedural information, such as the school's SEN policy.
- Promote an ethos and culture that supports the school's SEN policy and good outcomes for pupils with SEN or a disability.
- Manage the PLAs, ensuring they follow school policy and procedures.

5. Teaching

- Team-teach where appropriate to model the use of new resources or strategies for teachers, PLAs, and Learning Assistants.
- Support teachers through pupil profile meetings, suggesting interventions and resources.

Personal Specification: Skills & Experience

All staff working with our children are representative of the SJIS community: flexible, competent, and confident, ready to listen to children and their carers, work in partnership with parents and colleagues, and committed to safeguarding and providing the best possible education, health, and wellbeing for children.

The post-holder can demonstrate:

- Sound knowledge of the SEND code of practice.
- Understanding of what makes 'quality first' teaching, and of effective intervention strategies.
- Ability to plan and evaluate interventions.
- Data analysis skills, and the ability to use data to inform provision planning.
- Effective communication and interpersonal skills.
- Ability to build effective working relationships, and to influence and negotiate.
- Good record-keeping skills, and excellent organisational and time-management skills.
- The ability to listen and communicate effectively, orally and in writing, to a variety of audiences.
- Commitment to maintaining confidentiality at all times, and strong self-motivation.
- A further degree or higher-level qualification (preferable).



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Personal Specification: Knowledge & Understanding

- Current statutory safeguarding responsibilities of schools.
- The school's role in effectively providing for the needs of all pupils, including those with additional needs.
- Up-to-date educational research.
- Commitment to securing the best outcomes for pupils and promoting the ethos and values of the school.