

Job Title: Area SENCO	Role Profile Number:
Salary: MPS/UPS/LPS, with TLRs and SEN Points honoured	Date Prepared: July 2022
Directorate/Group: Children's Services	Reporting to: Principal Educational Psychologist
Structure Chart attached:	No

Job Purpose

- To drive forward the inclusion vision for Swindon through leading on specific projects in the SENDI Strategy 2023-2028.
- To work closely with partners across the Swindon area and beyond to ensure that outcomes for local children and young people with SEND 0 -25 are continually improved, particularly through early identification and help via universal and targeted services.
- To have responsibility for providing advice, support and challenge to school settings in respect of Early SEND Support/SEND Support and Statutory Functions
- To develop & deliver training on issues on SEND Support and Statutory Functions including legislative frameworks, either borough wide or bespoke to specific settings
- To ensure that settings across the sector comply with the Code of Practice in the identification and assessment of Special Educational Needs and Disabilities (SEND)

Key Accountabilities

- To contribute to the planning, development, implementation and evaluation of objectives that relate to standards in and quality of education specifically SEND provision
- To co-lead on the implementation and co-ordination of the SENCO Network, SENCO Champions and the Share and Solve Hubs.
- To contribute to the design, delivery and evaluation of high quality professional development and training for staff working with children who have identified special educational needs and disability
- To provide high quality setting based support to SEND practitioners, this may include mentoring, peer support, shadowing to improve delivery systems
- To offer information, advice and support to school settings relating to SEND by responding to requests for guidance/support from settings
- Observing individual children identified by the setting/SENCO as part of the graduated approach;
- Identifying needs and appropriate strategies, resources and interventions to address needs;
- Monitoring the impact of strategies, resources and interventions as above and working together with

the setting to identify next steps/appropriate targets;

- Providing advice and support regarding children's personal and social development;
- Raising awareness of the implications of the child's additional needs for the child and family, setting and future support requirements;
- Promoting knowledge and understanding of the SEND Code of Practice assisting in supporting transition arrangements when required and supporting all practitioners in delivering the most appropriate curriculum to vulnerable groups and children at risk of underachievement;
- Delivering training on issues related to SEND, either borough wide or bespoke, to specific settings;
- Advising and liaising with educational establishments, families, other professionals and Local Authority colleagues regarding the needs of young children with SEND;
- Promoting knowledge, understanding and implementation of the SEND Code of Practice
- Ensuring that settings are effectively prepared for inspection;
- Giving professional advice and guidance to settings to assist them in ensuring that children receive high quality education and use evidenced based practice for children with additional needs
- To be a member of the Local Authority's SEND Panel and to support settings to understand panel decisions and recommendations, specifically in respect of decisions to refuse assessment/issue an EHCP
- To act as an expert professional in matters of dispute between parents, school and the Local Authority
- To act as an expert witness for the Local Authority in mediations and tribunals where appropriate

Supplementary Accountabilities

- To use and apply whole school/setting performance data and local information to assist schools and settings in monitoring and evaluating their own performance and progress ensuring programmes offer challenge and opportunities for pupils with SEND to succeed.
- To provide effective liaison with colleagues in Schools and SEND/Local Authority Teams and other agencies supporting children, families and early years settings.
- To contribute to the team through discussion and debate, and to undertake to keep other team members up to date on SEND policy and practice developments.
- Work with the relevant team members to ensure that information relating to SEND is accurate and up to date as part of the Local Offer.
- To support settings SENCOs in requesting assessment and applying the graduated approach effectively, thus reducing statutory assessment requests if evidence does not support the need for assessment
- To monitor the settings' SEND provision and use of High Needs Funding in meeting the needs of identified children with SEND
- To ensure where additional funding and resources are provided to support a child/young person with an EHCP, that SMART targets are implemented and reviewed to ensure appropriate use is made of resources.
- To maintain appropriate records as guided by service protocols to include: Individual pupil records, visit records, reports and records of assessments/observations

- To assist setting SENCOs to support parents of children with SEND and advise families on educational matters and individual pupil progress by contributing to the formulation, implementation, monitoring and evaluation of IEP's, SEND Support plans, EHC Plans and annual reviews to support full access to and participation
- Additional ad hoc tasks as required

Knowledge & Experience

Candidates must have substantial knowledge and experience in the following areas of business and will be required to provide evidence of this:

- Proven recent experience of working with children with special educational needs and parents
- Evidence of enabling the achievement of children with special educational needs
- Recent and up to date knowledge of the SEND Legislation
- Up to date working knowledge of SEND matters at both local and national levels
- A good understanding of the SEND OFSTED Inspection Framework
- Good working knowledge of SEND and exemplars of best practice
- Ability to apply acquired knowledge appropriately
- Knowledge and experience of children with specific SEND
- Knowledge and experience of children with an Autism Spectrum diagnosis
- Knowledge and experience of children who present with challenging behaviour
- Up to date knowledge around the safeguarding of children
- Knowledge of equality and disability legislation with regard to SEND
- Experience of working in an advice and support role
- Knowledge and experience of working with EAL children
- Knowledge and experience of facilitating training

Qualifications

- Post graduate level qualification in leadership and management
- A minimum of 5 years working within the SEND Sector.
- Evidence of continuing professional development relevant to post

Decision Making

- Making decisions regarding how to interpret and best summarise information gathered.
- Can actively identify and introduce improvements linked to areas of accountability.
- Is purposeful in evaluating practice, identifying priorities, and providing clear advice and recommendations.

Creativity and Innovation

- Ability to present information in a variety of ways.
- Is able to both support and challenge in order to help improve perceptions and bring about

improvements.

- Flexibility to meet the varying demands of the role.

<u>Job Scope</u> Number and types of jobs managed <ul style="list-style-type: none">• None Typical tasks supervised/allocated to others <ul style="list-style-type: none">• N/A	Budget Holder Responsibility Asset Responsibility:	No
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Contacts and Relationships

(how the role relates to the work of others i.e. officers, groups, committees, general public, members, partner organisations, internal and external contacts of the council)

This role will involve:

- Contact with Members, senior managers within SBC and the wider partnership including education and childcare providers and SEND Statutory Service through meetings and project groups to ensure agreement of strategies and approaches. For example direct contact with Head teachers, senior management team, SENCOs
- The role will involve working with the DfE, Ofsted and other Local Authorities on a National and Regional basis.
- The role will involve work with local families through focus groups, meetings and events.

Other Key Features of the role

- Requires use of IT, for example, word processing, report writing, e-mail.
- Requires access to mobile phone and computer/laptop (provided for work use)
- Involves lone working and travel.
- Enhanced DBS check will be essential.
- Requirement to work across wider Children's Services directorate as appropriate

Employee Signature:	Print Name:
Date:	
Line Managers Signature:	Print Name:
Date:	