



## Leigh Primary School

### Name

**Role** MPS-UPS – Inclusion Manager  
Permanent/Part Time

### Main purpose

#### **The SENCO under the direction of the headteacher will:**

- ⇒ Determine the strategic development of special educational needs (SEN) policy and provision in the school
- ⇒ Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- ⇒ Provide professional guidance to colleagues, working closely with staff, parents, and other agencies

### Duties and responsibilities

#### **Strategic development of SEN policy and provision**

- ⇒ Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- ⇒ Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- ⇒ Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- ⇒ Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- ⇒ Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

#### **Operation of the SEN policy and co-ordination of provision**

- ⇒ Maintain an accurate SEND register and provision map
- ⇒ Provide guidance to colleagues on teaching pupils with SEN/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
- ⇒ Be aware of the provision in the local offer
- ⇒ Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- ⇒ Be a key point of contact for external agencies, especially the local authority (LA)
- ⇒ Analyse assessment data for pupils with SEN or a disability and conduct scrutiny on SEND learning using observation and workbook scrutiny to advise on how progress could be accelerated to close the gap.
- ⇒ Implement provide access to training for staff to lead intervention groups for pupils with SEN, and evaluate their effectiveness
- ⇒ Provide emergency cover, in the unforeseen circumstance that another teacher is unable to teach
- ⇒ *Act as a role model to others in SEND organisation/teaching and as a coach formally/informally where appropriate.*

#### **Support for pupils with SEN or a disability**

- ⇒ Identify a pupil's SEN using varying techniques including school assessment and screening tools
- ⇒ Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- ⇒ Secure relevant services for the pupil
- ⇒ Ensure records are maintained and kept up to date
- ⇒ Review the education, health and care plan (EHCP) with parents or carers and the pupil
- ⇒ Communicate regularly with parents or carers
- ⇒ Ensure if the pupil transfers to another school, all relevant information is conveyed to support a smooth transition for the pupil
- ⇒ Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- ⇒ Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

#### **Leadership and Management**

- ⇒ Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- ⇒ Prepare and review information the governing board is required to publish
- ⇒ Contribute to the school improvement plan and whole-school policy and ensure that the website is updated in this regard
- ⇒ Identify training needs for staff and how to meet these needs. Assess the training needs relating to SEND for staff working with children with SEND and ensure that training is aligned as appropriate.
- ⇒ Lead INSET for staff 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 promotes good outcomes for pupils with SEND
- ⇒ Lead and manage teaching assistants (TAs) working with pupils with SEN or disability

- ⇒ Lead staff appraisals and produce appraisal reports and review staff performance on an ongoing basis for those that you line manage.

### **Health, safety and discipline**

- ⇒ Promote the safety and wellbeing of pupils by following all associated school policies: Safeguarding, Behaviour, Health and Safety, Fire Policy and Whistle blowing.
- ⇒ Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.
- ⇒ Follow Policy to minimise low-level disruption and ensure that praise, sanction, and reward are used consistently and fairly.
- ⇒ Maintain good relationships with pupils and exercise appropriate authority, always endeavoring to understand a behaviour before trying to manage it.

### **Professional development**

- ⇒ Fully engage in the school's appraisal procedures
- ⇒ Fully engage in further training and development to improve own teaching and leadership
- ⇒ Take responsibility for professional development by responding and acting upon advice and feedback from colleagues.
- ⇒ Where appropriate, take part in the appraisal and professional development of others

### **Communication**

- ⇒ Communicate effectively with pupils, parents and carers with regard to pupils' achievement and well-being using the Google Platform, via consultations and in the reviewing of provision maps.
- ⇒ Use the Google Platform to enhance parent partnerships and share information on SEND support.
- ⇒ Adhere to school policy, routines and templates with regard to homework setting, letter communications and risk assessments
- ⇒ To ensure that emails are read to keep abreast of school procedures, events, and alterations to routines
- ⇒ Collaborate and work with colleagues and other relevant professionals within and beyond the school
- ⇒ Develop effective professional relationships with colleagues

### **Personal and professional conduct**

- ⇒ Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:
  - Maintain high standards of confidentiality ensuring that staff and children's privacy is respected
  - Pay diligent regard to the need to safeguard pupils' well-being, in accordance with statutory provisions
  - Showing tolerance of and respect the rights of others
  - Not undermining fundamental British Values, including democracy, the rule of law, individual liberty, mutual respect, and acceptance of those with different faiths and beliefs
  - Ensure that personal beliefs are not expressed in ways which exploit pupil's vulnerability or might lead them to break the law.
- ⇒ Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- ⇒ Understand and act within the statutory frameworks setting out their professional duties and responsibilities

### **Management of staff and resources**

- ⇒ Direct and supervise support staff assigned to them, and where appropriate, other teachers.
- ⇒ Ensure that Support staff within classroom are effectively assigned to always ensure maximum learning
- ⇒ Contribute to the recruitment and professional development of other teachers and support staff where appropriate
- ⇒ Deploy and manage resources delegated to them

**Within the role of SENDco it is expected that you safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.**

**Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the inclusion manager will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager. This also needs to be read in the context of a part time role and therefore proportionate to a 0.4 FTE time allocation.**

**Appraisee's Signature:**

**Date:**

**Appraiser's Signature:**

**Date:**