



## St Theresa's Catholic Primary School

*"We learn together, we play together, we pray together,  
we grow together in the love of God"*

*St. Theresa's is committed to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure from the DBS and obtain any other statutorily required clearance. The successful candidate will also be part of the Safeguarding Team.*

**Job description:** SENCO

**To whom responsible:** Headteacher

**For whom responsible:** May be responsible for the supervision of the work of Classroom assistants relevant to their responsibilities

### JOB PURPOSE

To ensure that children with additional needs, vulnerabilities or barriers to learning at St Theresa's Catholic Primary School receive the support they need to learn and progress successfully and maximise their potential.

### KEY OBJECTIVES

- Oversee a range of interventions and support provision for children with additional needs, vulnerabilities or barriers to learning; making best use of SEN and pupil premium funding and wider school resources.
- Directly deliver high quality interventions and support to children with additional needs and barriers to learning.
- Work with the whole staff team to ensure that Quality First Teaching is embedded throughout the curriculum.
- Develop links with the parents of children with additional needs and hard to reach families in the community and engage them to support the learning, progress and achievement of children at St Theresa's.

### PRIORITY GROUPS OF CHILDREN

The role will focus on children with the following additional needs, vulnerabilities or barriers to learning:-

- Pupils from deprived backgrounds and or eligible for free school meals and pupil premium funding;
- Pupils on the School's Special Educational Needs Profile and those pupils with additional needs;



- Pupils with identified behavioural problems;
- Pupils with English as an Additional Language, particularly where language is a barrier to learning
- Pupils belonging to ethnic minorities;
- Pupils who are considered as vulnerable for any other reason.

## **CORE DUTIES**

Those duties listed in the current Teachers' Pay and Conditions document.

1. Support the vision, ethos and policies of the School which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability;

## **SUPPORT FOR CHILDREN WITH ADDITIONAL NEEDS, VULNERABILITIES OR BARRIERS TO LEARNING**

1. With the Senior Leadership Team be responsible for provision for children with additional needs, vulnerabilities or barriers to learning ensuring that the pupil premium funding and other additional resource is used most effectively to support learning and achievement.
2. Establish good relationships, encourage good working practices and support and lead teachers and others on the staff team with a focus on inclusion.
3. Act as lead for Children with Special Educational Needs including having a working knowledge of the SEN Code of Practice.
4. Raise standards of individual pupil achievement and ensure that good progress is maintained;
5. Ensure the effective and proficient use of pupil data from a variety of sources, both internal and external, in the process of target setting;
6. Set targets for raising achievement among pupils with additional needs, vulnerabilities or barriers to learning;
7. Set up systems for identifying, assessing and reviewing inclusion needs and maintain up to date provision maps;
8. Evaluate the effectiveness of provision for pupils with additional needs, vulnerabilities or barriers to learning and advise the headteacher and governing body regarding the development of this provision;
9. Identify, adopt and monitor the most effective teaching approaches for those pupils with additional needs, vulnerabilities or barriers to learning including intervention programmes where necessary;



10. Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with special educational needs or in vulnerable groups;
11. Provide training opportunities for teachers, teaching assistants and other members of staff to learn about inclusion;
12. Support the DHT to keep a specific register of provision to all pupils identified for SEN plus FSM and the use of pupil premium funding and measure its impact;
13. Identify resources needed to meet the needs of pupils and advise the headteacher of priorities for expenditure.

## **MANAGEMENT FOR INCLUSION**

Deploy Teaching Assistants as appropriate to impact on pupil learning;

1. Plan and monitor the delivery and evaluation of appropriate intervention groups;
2. Be a strong advocate for change and champion school improvement, particularly for children with additional needs, vulnerabilities or barriers to learning;
3. Convey a positive “can do” attitude, motivate and inspire staff and present a ‘united front’ to secure successful outcomes of school initiatives;
4. Support the evaluation of the effectiveness of the School's policies and developments and analyse their impact on pupils who have additional needs, vulnerabilities or barriers to learning;
5. Liaise with other schools to ensure continuity of support and learning when transferring pupils with special educational needs;
6. To work with the SLT to improve provision at lunchtime for those children whose needs may mean that unstructured time is difficult for them;
7. To assist SLT in ensuring effective communication and liaison.

## **SUPPORTING PARENTS**

1. Ensure that parents of children with additional needs, vulnerabilities or barriers to learning are well informed about the curriculum, teaching and learning, targets, individual pupils' progress and achievement; (Some work with parents may require time outside the normal school day).
2. Ensure every effort is made to develop and maintain good relationships and communications with parents and the diverse multi-cultural community.
3. To contribute to the wider role of St Theresa's by organising parenting classes, wider opportunities for families, helping families to overcome barriers to learning.
4. Develop strategies to build effective relationships with families and encourage parental involvement in St Theresa's and its activities.
5. Support parents and their children to ensure continual engagement with school and their learning.



In addition to the responsibilities of class teacher, as set out by the class teacher job description and the School Teachers' Pay and Conditions Document (STPCD), the holder of this post is expected to carry out the professional duties with responsibilities as described below, as circumstances may require and in accordance with the school's policies under the direction of the headteacher.

**It is the duty of the postholder to develop personally and professionally through reflection on their own practice and private study, keeping abreast of new initiatives and participating in appropriate in-service programmes**

*Please note:*

*This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document.*