

Audit for SENCO role

Indicate how confident you are about the aspects of each dimension by rating your skill confidence level on a scale of 1–3 (1 = not yet acquired; 2 = developing; 3 = securely in place)

	Rating
1. Shaping the future	
• Knowledge of local, national and global trends in SEN, applying relevant evidence to shape SEN provision	<input type="checkbox"/>
• Build and communicate a coherent whole school vision for SEN which helps to develop a positive inclusive ethos	<input type="checkbox"/>
• Demonstrate the SEN vision and values in everyday work and practice through motivating and working with others	<input type="checkbox"/>
• Think and plan strategically for SEN whole school, to take account of the diversity, values and experience of the school and the local community	<input type="checkbox"/>
• Set standards and provide examples of best practice for other teachers in identifying, assessing and meeting the needs of SEN pupils	<input type="checkbox"/>
• Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence in SEN	<input type="checkbox"/>
• Translate SEN vision and SEN policy into agreed objectives and priorities for operational plans	<input type="checkbox"/>
• Set realistic but challenging goals and targets for SEN with the head teacher, which improve and sustain high standards in SEN pupil achievement and wellbeing	<input type="checkbox"/>
• Effectively communicate SEN policy and provision within and beyond the school to the local authority, external agencies, parents and carers, pupils, other schools, colleges	<input type="checkbox"/>
2. Leading learning and teaching	
• Ensure that learning is at the centre of strategic planning and resource management for SEN (provision mapping)	<input type="checkbox"/>
• Ensure a culture and ethos where SEN pupils achieve success and become engaged in their own learning	<input type="checkbox"/>
• Demonstrate and articulate high expectations for SEN pupils and set stretching targets for SEN	<input type="checkbox"/>
• Demonstrate the principles and practice of effective teaching and learning for SEN pupils	<input type="checkbox"/>
• Promote the development of a personalised learning culture for SEN pupils	<input type="checkbox"/>
• Support the implementation of flexible learning curriculum pathways to remove barriers to achievement	<input type="checkbox"/>
• Support the use of effective appropriate graduated curriculum assessment for learning for SEN pupils	<input type="checkbox"/>
• Support the capacity building of other staff (teachers and teaching assistants), to meet the needs of SEN pupils effectively, by ensuring they understand the learning needs of SEN pupils	<input type="checkbox"/>
• Support curriculum differentiation and teacher planning (personalisation) to ensure access and participation for pupils with SEN and disability	<input type="checkbox"/>
• Know about and support the implementation of effective strategies which secure high standards of behaviour and attendance among SEN pupils	<input type="checkbox"/>
• Support the development of improvement in SEN pupils' basic skills in literacy, numeracy, ICT and in study skills, in order to improve access to the wider curriculum and out-of-hours learning activities	<input type="checkbox"/>
• Lead and develop effective liaison between schools and colleges cross-phase, to ensure continuity and progression in SEN pupils' learning	<input type="checkbox"/>
• Help to address SEN pupils' achievement by collecting, analysing and disseminating SEN pupil performance data to other staff, in order to establish benchmarks, inform SEN provision, curriculum access and delivery, and SEN target-setting processes at individual pupil and whole-school level	<input type="checkbox"/>
• Interpret relevant national and local SEN data and inspection evidence, and compare with school SEN performance	<input type="checkbox"/>
• Monitor, evaluate and review the teaching, learning and support SEN pupils receive, and recommend strategies to remove barriers to achievement	<input type="checkbox"/>
• Promote the use of new and emerging technologies to enhance and extend the learning experiences of SEN pupils	<input type="checkbox"/>

3. Developing self and working with others

- Judge when to make decisions and when to consult with others, including external agencies
- Manage own workload and time effectively to allow for an appropriate work/life balance
- Take responsibility for own professional development
- Encourage all staff to recognise and fulfil their statutory responsibilities to pupils with SEN and disability
- Support staff by ensuring that all involved have the necessary information to secure improvements in teaching and learning, and disseminate good practice in SEN across the school
- Ensure effective planning, allocation, support and evaluation of work undertaken by staff in the SEN/para-professional team
- Ensure clear delegation of tasks and devolution of appropriate SEN responsibilities
- Give and receive effective feedback and act to improve personal performance
- Know about strategies to promote individual and team development for SEN
- Advise, contribute to and co-ordinate the professional development of staff to increase their effectiveness in responding to the needs of pupils with SEN
- Provide support and training to trainee and NQTs in relation to understanding the needs of SEN pupils, and raising their achievement and attainment
- Support staff in developing constructive working relationships with SEN pupils and their parents/carers
- Develop and maintain a culture of high expectations for self and others working in the SEN team, and take appropriate action when performance is unsatisfactory
- Accept support from others including colleagues, governors, the local authority and external agencies in relation to SEN policy, practice and provision
- Collaborate and network with other SENCOs and SEN professionals within and beyond the school
- Manage conflict and tensions within the SEN team

4. Managing the organisation of SEN

- Know the principles, strategies and models of school self-evaluation and school improvement for SEN
- Produce and implement a clear, evidence-based development plan and policy for SEN
- Ensure that SEN policy and practice takes account of national and local circumstances, policies, initiatives and strategies
- Know the principles of strategic financial planning, budgetary management and best value in relation to planning and procuring SEN provision and services
- Know the principles and process of managing change in relation to SEN whole school
- Understand the legislation relating to SEN, Disability, Safeguarding Children, Equal Opportunities, Human Rights, Race Relations, and Health and Safety
- Use new and emerging technologies (ICT) to enhance the organisational effectiveness and management of SEN within the school
- Manage the organisation of SEN efficiently and effectively on a day-to-day basis
- Prioritise, plan and organise self and others in the SEN team
- Manage the deployment of SEN financial and human resources effectively and efficiently (provision map), to achieve the educational goals and priorities for SEN
- Manage and organise the SEN resource base learning environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Ensure that the range, quality and use of all available resources for SEN is monitored, evaluated and reviewed to improve the quality of education for all SEN pupils, to provide value for money
- Maintain existing resources for SEN and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school, within the local community
- Think creatively to anticipate and solve SEN problems
- Make professional, managerial and organisational decisions about SEN policy and provision, based on informed judgements
- Implement successful performance management and appraisal processes with staff in the SEN team
- Monitor the implementation of delegated management tasks for SEN

5. Securing accountability

- Know the key educational frameworks for SEN and disability
- Have knowledge of accountability frameworks in relation to multi-agency service delivery for SEN provision
- Understand the principles and practice of quality assurance systems for SEN, including school self-evaluation, school improvement processes
- Collect, analyse and use a rich set of SEN data to monitor, evaluate, understand and identify trends, strengths and weaknesses of SEN policy and provision to inform improvement
- Work with the governing body (SEN governor), to provide information, objective advice and support in relation to SEN, in order to enable them to meet their SEN responsibilities
- Develop and present a coherent, understandable and accurate account of the school's performance in SEN to a range of audiences within and outside the school
- Reflect on personal contribution made to whole-school achievements in SEN and take account of feedback from others

6. Strengthening community

- Know about the rich and diverse resources existing within the local community that can enhance SEN pupils' learning
- Have knowledge of the roles and work of other agencies (health, social services, education and voluntary organisations) working with SEN pupils
- Develop effective liaison with external agencies in order to provide maximum support for SEN pupils
- Co-operate and work collaboratively in partnership with relevant agencies to safeguard and promote the wellbeing of SEN children
- Demonstrate commitment to effective team work within the school and with external agencies in relation to SEN
- Collaborate and network with other schools (mainstream and special) to share best SEN practice, promote innovative SEN initiatives and improve SEN outcomes
- Build and maintain effective relationships with parents and carers, partners and the community, that enhance the education of SEN pupils
- Listen to, reflect and act on community feedback in relation to SEN policy and provision
- Ensure learning experiences for SEN pupils are linked into and integrated with the wider community
- Create and maintain an effective partnership with parents and carers to support and improve their SEN child's learning, achievements and personal development
- Communicate effectively with parents and carers to provide information about their child's targets, achievements and progress
- Develop and maintain effective partnerships between parents/carers and the school's staff so as to promote SEN pupils' learning
- Listen to and seek information from parents and carers about their child's special educational needs and disability
- Seek opportunities to enhance and enrich the school's provision for SEN from the local community

(Adapted from DfES 2004; *National Standards for Headteachers*)