SENDCo Job Description

Job details

Salary: UPS - Pro-rata, including SEND Allowance (if applicable)

Contract type: 1 day per week / Permanent

Reporting to: The Headteacher

Start Date: To be agreed

Main purpose

The successful candidate will:

- Fulfil the professional responsibilities of a SENDCo
- Deliver and maintain strategic SEND leadership
- Consistently demonstrate an overview of the provision for pupils with SEND and monitor its quality across the school

Duties and responsibilities

1. Strategic Development of SEN Policy and Provision

- Maintain a strategic overview of provision for pupils with SEN or a disability across the school; monitor and review the quality of provision.
- Contribute to school self-evaluation, particularly regarding provision for pupils with SEN.
- Ensure the SEN policy is put into practice and that its objectives align with the school development plan.
- Keep up-to-date with national and local initiatives affecting SEN policy and practice.
- Evaluate the effectiveness of funding allocation and identify improvements.

2. 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 or a disability and on the graduated approach to SEN support.
- Advise on the use of the school's budget and resources to meet pupils' needs effectively.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and external agencies.
- Be a key point of contact for local authority SEN services and specialist support teams.
- Analyse assessment data for pupils with SEN or a disability.
- Implement and lead intervention groups; evaluate their impact.

3. Support for Pupils with SEN or a Disability

- Identify pupils' SEN and ensure appropriate provision is put in place.

- Monitor the effectiveness of provision.
- Secure additional services where required.
- Maintain accurate and up-to-date records.
- Review Education, Health and Care Plans (EHCPs) with parents, carers, and pupils.
- Communicate regularly with families.
- Ensure smooth transition for pupils joining or leaving the school.
- Promote inclusion and access to the curriculum, facilities, and activities.
- Work with the designated teacher for looked-after children where needed.

4. Wellbeing

- Be a key point of contact for external agencies supporting wellbeing, early help, or emotional needs.
- Manage ELSA provision to support early intervention.
- Support pupil leadership of wellbeing initiatives (e.g., peer mentors or mediators).
- Develop and evaluate the school's wellbeing action plan.
- Maintain relevant professional qualifications (e.g., Mental Health First Aider, if required).

5. Leadership and Management

- Work with the headteacher and governors to ensure compliance with the Equality Act 2010 in relation to reasonable adjustments and access arrangements.
- Prepare and review information required for publication.
- Contribute to the school development plan and whole-school policy.
- Identify and address training needs for staff.
- Lead staff training (INSET) related to SEND.
- Promote a positive ethos supporting the school's SEND policy and high outcomes for pupils with SEND.
- Lead and manage support staff working with pupils with SEND.

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 teacher 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.

Notes:

This job description may be amended at any time in consultation with the postholder.

Person specification

EXPERTISE	ESSENTIAL CRITERIA FOR SHORTLISTING	DESIRABLE CRITERIA FOR SHORTLISTING
Qualifications and experience	• Qualified teacher status • Degree • Exemplary and substantial (4+ years) teaching within the primary age range • NPQ SENDCo • Teaching experience that includes planning, implementing and evaluating interventions for pupils identified as having a Special Educational Need or Disability. • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET	• Experience of gathering evidence for access arrangements
Skills and knowledge	• Sound knowledge of the National Curriculum including the EYFS Statutory Framework • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective behaviour management strategies • Good ICT skills, particularly using ICT to support learning	• Knowledge of the process of school improvement.

Personal qualities	• A commitment to equal opportunities and securing the best outcomes for all pupils and promoting the ethos and values of the school • High expectations for children's attainment and progress • Ability to manage time well, prioritise effectively and work under pressure to deadlines • Commitment to maintaining confidentiality at all times and the ability to manage change sensitively • Commitment to safeguarding and equality and work under pressure to deadlines • Effective interpersonal, communication & presentation skills. • Ability to write clearly and accurately and communicate effectively with an appropriate sense of audience. • Resilience, flexibility & ability to retain a sense of perspective • Self-motivation	
Teaching & Learning	• Understanding of principles of effective teaching & learning & ability to promote a culture of learning throughout the school • To be a teaching role model to other staff • Experience of coaching and mentoring teachers to raise standards • Successful experience of monitoring, evaluating & improving the quality of teaching and learning	
Standards	• Evidence of raising standards • Ability to follow behaviour strategies and policies within the school • Successful experience of promoting the progress and achievement of more able pupils	• Knowledge of the Ofsted Inspection Framework
Leading & Managing Staff	• Ability to be organised and flexible • Ability to plan/ allocate/ delegate support & evaluate work undertaken by groups/ teams/ individuals	

Ethos & Inclusion	• Understanding of factors which create barriers to learning & ability to implement appropriate strategies for reducing inequality/promoting social inclusion • Ability to create/maintain environment which promotes good behaviour/ discipline	
Relationship with Parents & Wider Community	• Successful experience of creating/ maintaining effective partnerships with parents and the community, to support pupils' learning	
Deployment of Staff & Resources	• Ability to manage, monitor and review the use of all available resources to ensure best value	• Experience of recruiting, selecting and deploying staff
Suitability to work with children	• Ability to form/ maintain appropriate relationships & personal boundaries with children and young people • Appropriate attitudes to use of authority & maintaining discipline • Emotional resilience in working with challenging behaviour	