

Temporary Part- time Non-teaching SENDCo

Based at Enderby Road Infant and Nursery

Pay scale: MPS/UPS dependent on experience

Contract Type: Temporary, Part Time 1 day per fortnight

Closing Date: Monday 10th November 2025 12 noon

Interviews will take place on Friday 14th November

Enhanced level DBS Disclosure will be required for this post

We are seeking to appoint an experienced and enthusiastic SENDCO to join our highly supportive school. We are committed to fostering an inclusive environment where every student can succeed. This is an exciting opportunity to make a real difference to the lives of young people.

We are looking for someone who:

Has a good knowledge of the SEND Code of Practice and relevant legislation.

Has the ability to work effectively and collaboratively with key stakeholders (parents, students, staff and external agencies).

Has a proven record of working successfully with SEND children.

Is passionate about working with young people and committed to an inclusive approach to learning.

Has experience of supporting and developing the practice of LSAs.

Is committed to ensuring that students fulfil their potential.

Possess excellent communication and interpersonal skills.

What we are offering:

- A welcoming and inclusive environment where your wellbeing and contributions are valued
- Membership of the Local Authority Pension Scheme
- An ethos where we promote and support the importance of physical, emotional and mental wellbeing with access to our exclusive employee support package

Visits to the School are welcome. To arrange a visit please contact Laura Pogson, admin and finance officer on 01724 861571 or by email on admin.enderbyroad@northlincs.gov.uk

Overall purpose of job:

- The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. They may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.
- The effective implementation of school Education Health Care Plans (EHCPs)
- The school's provision for Special Educational Needs and Disabilities, and support plans
- To provide an assessment and support service to school staff, pupils and families to address safeguarding, behavioural, emotional and social issues.
- To support the work of the SLT in promoting positive behaviour
- Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility

Main Responsibilities:

Teaching and Learning Working with class teachers, support staff and the wider community to:

- Identify and adopt the most effective teaching approaches for pupils with SEND
- Monitor, evaluate and adjust teaching and learning activities to meet the needs of pupils with SEND
- Identify and teach the basic skills that will develop pupils' ability to work independently
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND Recording and Assessment
- Enable early identification and intervention through assessment and observation within the school environment.
- Ensure the interventions within every year group meet the needs of all pupils with SEND

Training and Development

- The National Award for Special Educational Needs Co-ordination is a requirement for the post-holder.
- Attend courses/meetings and evaluate and report back to key staff on the essential issues
- Ensure teachers know the strengths and targets for all SEND pupils, that they use the strategies within EHCPs, and the recommendations within specialists' reports, in their planning for pupils with SEND

Leadership

- Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND, and ensure all school staff understand their roles and the changes under the SEND Code of Practice
- Help teachers with children with SEND and EHCPs to meet individual needs and ensure statutory paperwork and other preparation for meetings e.g. Multi Professional Planning Meetings are completed in good time. Where necessary, send reviews to the appropriate agencies

- Monitor the effectiveness of interventions delivered by teaching assistants and the impact they have on pupils when working with them in classes
- Develop productive partnerships with outside agencies and identify needs across the school for commissioning support, raising requests with the Headteacher

Standards and Quality Assurance

- Support and promote the high aspirations, positive ethos and inclusive culture of the school to colleagues, governors, parents, children, and members of the wider school community
- Provide a key reference point in providing information and support for families of children with SEND
- Support and promote all school policies and procedures, particularly those relating to child protection and safeguarding, equality, health and safety, confidentiality, behaviour, data protection and supporting pupils with medical needs
- Liaise with the Headteacher and SLT promptly following meetings regarding pupils and parents of the school, and maintain up to date records of any actions/outcomes resulting from meetings
- Be aware of and support pupil differences, and ensure that all pupils have equal access to all school opportunities
- To provide advice and guidance to pupils and parents on educational, emotional and social matters, in line with school policies

Knowledge, skill and experience:

- Detailed knowledge of all matters relating to child protection and safeguarding
- Ability to represent the school at multi-agency meetings.
- Knowledge of IT and applications
- Excellent interpersonal skills including tact and diplomacy, counselling skills and empathetic and supportive skills
- Negotiation with stakeholders in the school, e.g. parents, on matters of challenge
- Extensive knowledge of other services to support children and parents
- Knowledge of educational provisions (educational establishments)
- Ability to build links with the local community

Contacts and relationships:

- Contact with children on a daily basis to assess need and offer support
- External agencies including; Children and Family Services, CAMHS, EIS, School Nurse, Educational Psychologist, police, community police support officer, etc.
- Contact on a regular basis to agree services to support pupils and evaluate provision.

Employment Specification

Qualifications and Training	
Qualified Teacher Status (QTS)	Essential
National Award for SEN Coordination (NASENCO) or willingness to achieve this within the required timeframe	Desirable
Evidence of recent and relevant professional development in SEND and inclusion	Desirable
Safeguarding and Child Protection training	Essential
Additional qualifications in areas such as Autism, Speech and Language, or Social, Emotional and Mental Health	Desirable
Experience	
Proven experience of working effectively with children with a range of special educational needs, including those with Education, Health and Care Plans (EHCPs)	Essential
Experience of supporting teachers and teaching assistants in implementing effective strategies for pupils with SEND	Essential
Experience of leading or contributing to multi-agency meetings, including the preparation of statutory paperwork and reports	Essential
Experience of monitoring, evaluating, and improving intervention impact and outcomes for SEND pupils	Essential
Experience of developing positive relationships with parents, carers, and external agencies	Essential
Experience in supporting and promoting an inclusive school ethos	Essential
Knowledge and Understanding	
Detailed understanding of the SEND Code of Practice (2015) and statutory responsibilities relating to pupils with SEND	Essential
Strong understanding of safeguarding procedures, including child protection	Essential
Knowledge of effective teaching and learning strategies for pupils with additional needs	Essential
Awareness of the roles of different professionals and agencies supporting children with SEND	Essential
Understanding of equality, diversity, and inclusion principles within education	Essential
Knowledge of educational software and ICT applications to support learning and administration	Desirable
Skills and Abilities	
Excellent leadership, organisational, and time management skills.	Essential
Ability to work collaboratively with colleagues at all levels to raise standards of SEND provision.	Essential
Strong written and verbal communication skills, including report writing and record keeping.	Essential
Ability to represent the school confidently at multi-agency meetings.	Essential
Personal Qualities	
Passionate advocate for inclusion and the achievement of all learners.	Essential
Supportive and approachable with a positive, solution-focused attitude.	Essential
Commitment to promoting and safeguarding the welfare of children.	Essential
Ability to build strong partnerships with parents, carers, external agencies, and the wider community.	Essential