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The Sherwood School

Job Description for SENDCO

Post: Special Educational Needs & Disabilities Co-ordinator (SENDCO)

Appointment Start Date: September 2025

Salary: MPS/UPS + SEND allowance

Hours: 4 days per week (0.8), broken down as follows: 3 days per week SENDCO role (0.6) + 1 day per week (Friday) Class Teacher role (0.2)

Contract type: Permanent

Location: The Sherwood School, Mitcham, Surrey CR4 1JP

Responsible to: Headteacher

Responsible for: Team of support staff

Duties: The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title

Main purpose	<p>The SENCO, under the direction of the headteacher, will:</p> <ul style="list-style-type: none">• Determine the strategic development of special educational needs (SEND) policy and provision in the school• Be responsible for day-to-day operation of the SEND 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 <p>The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.</p>
Duties and responsibilities	
Strategic development of SEN policy and provision	<ol style="list-style-type: none">1. Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision2. Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability3. Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan4. Ensure the Equality Statement and other contextual analysis are completed on an annual basis.5. Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice6. Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.

Operation of the SEND policy and co-ordination of provision	<ol style="list-style-type: none"> 1. Maintain an accurate SEND register and provision map 2. Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support 3. Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment 4. Be aware of the provision in the local offer 5. Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies 6. Be a key point of contact for external agencies, especially the local authority 7. Analyse assessment data for pupils with SEN or a disability 8. Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.
Support for pupils with SEND or a disability	<ol style="list-style-type: none"> 1. Identify a pupil's SEN 2. Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness 3. Secure relevant services for the pupil 4. Ensure records are maintained and kept up to date 5. Review the education, health and care plan with parents or carers and the pupil 6. Communicate regularly with parents or carers 7. Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil 8. Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities 9. Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability.
Leadership and management	<ol style="list-style-type: none"> 1. Undertake Deputy Designated Safeguarding Lead training and be part of the Safeguarding team. 2. 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 3. Prepare and review information the governing board is required to publish 4. Contribute to the school improvement plan and whole-school policy 5. Identify training needs for staff and how to meet these needs 6. Lead INSET for staff 7. Share procedural information, such as the school's SEND policy 8. Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability 9. Lead and manage teaching assistants working with pupils with SEN or a disability 10. Lead staff appraisals and produce appraisal reports 11. Review staff performance on an ongoing basis.