



Danegrove Primary School

JOB DESCRIPTION & PERSON SPECIFICATION

Special Educational Needs and Disabilities Coordinator (SENDCo)

Reports to: Head teacher

Terms & Conditions MPS/UPS + TLR2 (amount will depend on qualification and experience)
Full time

Effective Date: 1st September 2025

Job Purpose:

- To determine the strategic development of the Special Educational Needs and Disability policy (SEND) and provision in the school, regularly monitoring and reviewing the quality of the provision.
- To ensure that the SEND provision within the school is both efficiently and effectively managed.
- To be responsible for implementing the day-to-day operation of the SEND policy and the co-ordination of specific provisions to support individual pupils with SEN or a disability.
- Provide professional guidance to colleagues, working closely with staff, parents and external agencies.
- To fulfil the professional responsibilities of a teacher, as set out in the School Teacher's Pay and Conditions Document.

Note:

The duties required of all teachers under Pay and Conditions of Service legislation are a necessary part of this job description. This is not necessarily a comprehensive definition of the post and may be subject to modification or amendment after consultation with the post holder. It will be reviewed in the context of the School Improvement Plan and the Performance Management cycle.

Duties and Responsibilities:

Managing Policy

- Monitoring the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly

reviewed. Follow the assess, plan, do and review cycles.

- Monitor the progress of pupils with SEND, assist in evaluating the effectiveness of teaching and learning, and use this to guide further improvement.
- Analyse and interpret relevant national, local and school data for pupils with SEN or a disability including research and inspection evidence to inform SEND practice and teaching methods.
- To oversee the provision of learning support plans which contribute to whole school aims, policies and practices.
- To oversee the provision and execution of Educational Health Care Plans (EHCP) for identified pupils.
- Lead and advise all colleagues in the development of appropriate strategies, methods and resources for differentiation.
- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning.
- Work with other schools, educational psychologists, health and social care professionals, and other external agencies to ensure that our SEND pupils are best supported.
- Be the key point of contact for external agencies, especially the local authority.
- Working with senior leaders to ensure that the School Improvement Plan reflects the objectives of the SEND policy.
- Maintain up-to-date knowledge of national and local initiatives that may impact upon policy and practice.
- Ensure that all legal and statutory requirements are met.

Supporting Pupils with SEN or a disability

- Identify a pupil's SEN and co-ordinate a provision that meets the pupil's needs, including applying for EHCPs where appropriate. To regularly monitor the effectiveness of the provision.
- To ensure that teaching methodology within the curriculum area is personalised to take account of the needs of all students including those with special educational needs and disabilities.
- Promotes the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Ensure that staff are supported to liaise with parents/carers as and when necessary to improve the learning outcomes for pupils.
- To secure the relevant services for pupils with SEN or a disability.
- To review EHCPs and Learning Support Plans with colleagues, pupils and parents/carers.
- Ensure that if a pupil transfers in or out of the school, all relevant information is properly conveyed to ensure the continuation of support and learning, supporting a smooth transition for the pupil.
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability.
- Teach small classes, individual students and small groups as identified.

Leading Learning

- Influence the teaching and learning to promote a culture of an inclusive education.
- Plan the provision of an appropriate programmes of study for targeted pupils or groups.
- Identify and disseminate good practice and the most effective teaching approaches for pupils with SEND.
- Observe and advise on pupils in the classroom environment to ensure appropriate teaching and learning support.
- Identify, develop and disseminate strategies that support pupils to work independently and learn

more effectively.

- Work with pupils, staff and parents to ensure that realistic targets for achievement are set.
- Ensure that assessment, recording and reporting procedures for students with SEND meet the school requirements as set out in school policies.
- Lead the annual review process, alongside teachers, for pupils with EHCPs.

Leadership & Management

- To be part of the SLT and, alongside the rest of the team, have a shared vision to ensure continuous school improvement.
- Provide regular information to the Head teacher and other members of SLT on the evaluation of the effectiveness of provision for pupils with SEND, including detailed analysis of data used to inform planning and the SEND provision.
- Provide the appropriate reports and documents for the Governing Board on the efficacy of the school's provision for SEND.
- Lead and manage teaching assistants working with pupils with SEN or a disability, ensuring regular meetings take place.
- Review staff performance and lead appraisals for teaching assistants.
- Ensure that teachers and teaching assistants alike understand the needs of pupils with SEN or a disability and the importance of raising their achievement.
- Ensure that effective learning plans and/or support plans are drawn up, disseminated and reviewed for all pupils on the SEND register.
- Identify the training needs of staff and co-ordinate how those needs are met.
- Advise on, and contribute to, the professional development of staff, including leading whole school INSETs.
- Disseminate procedural information such as recommendations of the code of practice, LA guidance, and Danegrove's SEND policy.
- Maintain the SEND register for the school with up to date records on all pupils with identified special needs.
- Be responsible for the SEND budget, ensuring that resources support the development of the SEND provision and identified pupils, whilst offering good value for money.
- Work with the Head teacher and Governors to ensure that the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Undertake risk assessments in relation to both the SEND provisions (including for individual pupils/groups) and the dedicated SEND Classrooms/resource areas.
- Develop effective liaison with both specialist and support agencies to ensure that the best possible provision is provided for all SEND pupils.
- Liaise with the relevant Year group Leaders to ensure provision for SEND pupils is identified and met in relation to Foundation, KS1 and KS2 assessments, including access arrangements for formal assessments.
- To attend appropriate training, CPD and conference and provide feedback to colleagues as necessary.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for behaviour, with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected from all members of the school community.
- Have very high expectations of behaviour, promoting self-control and independence of all learners.
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Whole School Responsibilities

- Attend all INSETs and staff meetings.
- To support the values and vision of the school at all times.
- To contribute to the maintenance of high standards of behaviour, work and respect for both the school community and environment throughout the school.
- To respect confidential issues and keep confidences as appropriate
- To keep up to date with school procedures for safeguarding and child protection, reporting any concerns to the DSL or Deputy DSL.

Professional Development

- Keep fully informed and up to date with educational theory and practice, as well as school and LA policies, paying particular regard to the latest SEND developments, practices and changes to the law, alongside local and national priorities, both by individual research and by attendance at courses, workshops, conference and meetings.
- Be up to date with OFSTED framework requirements.
- Be aware of own professional development needs and source/access relevant training accordingly.

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 SENCo will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Head teacher.

The Danegrove School community is built on respect, and all staff are expected to be considerate, courteous and empathetic to pupils, colleagues, parents and visitors alike by demonstrating the values that underpin the school ethos.



Person Specification SENCo

Key: E = Essential, D = Desirable

	E	D
Qualifications & Training		
Educated to degree level	X	
Qualified Teacher Status	X	
Hold or be prepared to undertake the National SEND Award qualification or equivalent	X	
Experience of Teaching, SEND and Professional Qualities		
Evidence of being a good/outstanding teacher.	X	
A strong understanding of the SEND Code of Practice.	X	
A strong understanding on how to plan and evaluate interventions.	X	
Experience of using strategies for raising achievement for SEND pupils	X	
Experience of leading teams and supporting teaching and learning by being a role model for the implementation of the Teachers' Standards (DfE).	X	
A strong understanding of data analysis and its use in informing SEND provision planning.	X	
Experience of planning and delivering high quality school-based training for teachers and support staff members.	X	
A strong understanding of the statutory framework for education and its impact on SEND/leadership.	X	
A strong understanding and experience of effective engagement with all parents.	X	
Ability to motivate and inspire others with passion and enthusiasm to work collaboratively and be driven by the school ethos.		X
Leadership and Personal Qualities0		
Experience at the middle level of school leadership.	X	
Demonstrate good decision making skills with an ability to identify and implement solutions to problems.	X	
Committed to the safeguarding and well-being of all pupils and staff members.	X	
Knowledge and understanding of data analysis and the ability to use data to both identify gaps in learning and to set challenging targets.	X	
Ability to prioritise, plan and manage time effectively.	X	
A clear understanding of leadership commitment and professional integrity.	X	
Ability to lead by example in all situations, particularly during challenging times.		X
Excellent communication (verbally and written) and interpersonal skills.	X	
Belief in creating a learning environment that promotes positive mental health and wellbeing for all pupils.	X	
Proven ability to work with parents and the wider community.	X	
Excellent time management and organisation skills		X
Personal Qualities		
High expectations of self, demonstrating reliability, professionalism and integrity.	X	
Dependable, honest, trustworthy, and ability to uphold confidentiality.	X	
Ability to work as both part of a team and independently.	X	
Ability to maintain successful working relationships with other colleagues.	X	
To be a positive role model for the whole school community.	X	
To be able to maintain a good work life balance.		X

