



## **Job title: Special Educational Needs Co-ordinator (SENCO) Fixed Term Maternity Cover**

Salary:	Main Scale / UPS plus TLR 1B
Hours:	32.5 hours per week
Contract type:	Fixed Term (Until 31.03.2027)
Reporting to:	Assistant Headteacher (SEND Strategic Lead)
Responsible for:	Provision for SEND students

### **Main purpose**

The SENCO, under the direction of the headteacher, will:

Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual students with SEND or a disability

- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

### **Duties and responsibilities**

#### **1. Strategic development of SEND policy and provision**

- 1.1. Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- 1.2. Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- 1.3. Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

#### **2. Operation of the SEND policy and co-ordination of provision**

- 2.1. Maintain an accurate SEND register and provision map
- 2.2. Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEN support
- 2.3. Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment
- 2.4. Be aware of the provision in the local offer



- 2.5. Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- 2.6. Be a key point of contact for external agencies, especially the local authority (LA)
- 2.7. Analyse assessment data for students with SEN or a disability
- 2.8. Implement and lead intervention groups for students with SEN, and evaluate their effectiveness

### **3. Support for students with SEN or a disability**

- 3.1. Identify a student's SEN
- 3.2. Co-ordinate provision that meets the student's needs, and monitor its effectiveness
- 3.3. Secure relevant services for the student
- 3.4. Ensure records are maintained and kept up to date
- 3.5. Review the education, health and care plan (EHCP) with parents or carers and the student
- 3.6. Communicate regularly with parents or carers
- 3.7. Ensure if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student
- 3.8. Promote the student's inclusion in the school community and access to the curriculum, facilities and extra curricular activities
- 3.9. Work with the designated teacher for looked-after children, where a looked-after student has SEN or a Disability

### **4. Leadership and management**

- 4.1. Work with the Assistant Headteacher, headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- 4.2. Prepare and review information the governing board is required to publish
- 4.3. Contribute to the school improvement plan and whole-school policy
- 4.4. Identify training needs for staff and how to meet these needs
- 4.5. Lead INSET for staff
- 4.6. Share procedural information, such as the school's SEN policy
- 4.7. Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for students with SEN or a disability
- 4.8. Lead and manage teaching assistants (TAs) working with students with SEN or a disability
- 4.9. Lead staff appraisals and produce appraisal reports
- 4.10. Review staff performance on an ongoing basis

### **5. Other areas of responsibility**

- 5.1. The SENCO will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.
- 5.2. 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 headteacher

### **Person specification**

Criteria	Qualities
Qualifications	• Qualified teacher status



	<ul style="list-style-type: none"><li>• National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment</li><li>• Degree in relevant subject</li><li>• Professional development in preparation for a leadership role</li></ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"><li>• Excellent up to date knowledge and passion for SEND</li><li>• Demonstrate an understanding of safeguarding issues and promoting the welfare of children</li><li>• Up to date knowledge of the National Curriculum including performance measures</li><li>• Knowledge of effective assessment strategies</li><li>• Clear understanding of successful strategies for raising achievement</li><li>• Full understanding of the Teacher Standards</li><li>• Good knowledge of pedagogy, how student learn and remember</li><li>• Understanding and commitment to inclusive education</li><li>• An understanding of the mission and values of our Trust</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Experience of leading a team as a Head of Department or second in department</li><li>• At least 5 years highly successful teaching experience</li><li>• Previous middle leadership experience with track record of impact</li><li>• Implementing improvement plans, identifying priorities and evaluating impact</li><li>• Identifying excellent classroom practice to enable teachers to improve through effective feedback</li><li>• Passionate about behaviours for learning and pastoral care of young people</li></ul>
<b>Professional Skills</b>	<ul style="list-style-type: none"><li>• Ability to make and sustain excellent relationships and build rapport with all stakeholders, promoting the school's vision and values</li><li>• Excellent leadership skills, adaptable and flexible, holding people to account and getting the best out of others.</li><li>• Demonstrating consistently good and outstanding classroom practice</li><li>• Ability to make and implement difficult decisions</li><li>• Ability to work with staff, motivate teams and individuals to implement changes</li></ul>



	<p>across the school</p> <ul style="list-style-type: none"><li>• Ability to see a job through to conclusion, deliver and demonstrate outcomes</li><li>• Ability to be a team player</li><li>• Strong communication skills orally and in writing in order to work with different audiences and report effectively</li><li>• Ability to think strategically</li><li>• Quality assurance: strong monitoring, evaluating and reviewing practices</li><li>• Ability to give clear direction, determine priorities and ensure that others uphold policy and practice</li><li>• Strong ICT skills and good numeracy</li></ul>
<b>Professional Values and Practice</b>	<ul style="list-style-type: none"><li>• High expectations with regard to all academy standards and the ability to foster success in others</li><li>• High standards of professionalism and a consistency of message in line with the academy's ethos, values and expectations.</li><li>• Collaborative, collegiate and inclusive leadership, sharing effective practice in approaches and resources.</li><li>• Genuine interest in young people and their futures and a belief in the potential and ability of all</li><li>• Ability to manage and ensure that effective child protection and safeguarding practices are followed</li><li>• Ensure that equality and diversity are reflected in all aspects of academy culture and practice</li><li>• Commitment to all aspects of academy life</li></ul>
<b>Personal</b>	<ul style="list-style-type: none"><li>• Aspiring to further promotion in the future</li><li>• Strong moral purpose, commitment to equality and diversity</li><li>• Creative, innovative thinker, willing to take calculated risks</li><li>• Able to inspire, motivate and engage, bringing people along</li><li>• Energetic, enthusiastic, resilient</li><li>• Excellent communicator</li><li>• Strong personal impact, presence, self-efficacy and confidence</li><li>• Able to lead assertively and encourage initiative in others</li><li>• Able to reflect on own practice and that of others, being flexible and adaptable</li></ul>



	<ul style="list-style-type: none"><li>• Calm under pressure, prioritising and managing time effectively</li><li>• Ability to respond immediately to changing needs and circumstances</li><li>• Reliability, integrity and commitment, a genuine interest in learning</li><li>• Commitment to restorative practice approaches</li><li>• Commitment to student well-being and the safeguarding and protection of young people from harm</li></ul>
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**Notes:**

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

**If you don't have all of the experience listed above, but are interested in applying, contact Mrs Read for further details.**

**Add any other notes of relevance to the role/this document.**

**Last review date: January 2026**

**Next review date: in line with Performance Management cycle**

**Headteacher/line manager's signature: \_\_\_\_\_**

**Date: \_\_\_\_\_**

**Postholder's signature: \_\_\_\_\_**

**Date: \_\_\_\_\_**

Please note this 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.