



SENCO

Full-time MPS/UPS + TLR £8,610.24

Start date: September 2026

We are looking to appoint a SENCO with a passion for supporting students with special educational needs

Presdales School is a single sex comprehensive school in Ware for girls aged 11-18, with boys welcomed into the Sixth Form. We are a school which values all students, irrespective of their age and ability and helps them to exceed expectations through high quality teaching and learning and the opportunity to take part in a wide variety of activities which will enrich their educational and personal development beyond the classroom.

We provide a caring environment where all students are supported, as well as challenged, to ensure that there is no limit to their potential. We prepare our students for a world that is constantly changing by encouraging them to be independent learners who are determined, confident and who never give up.

Alongside academic excellence there is a strong focus on enjoyment, excellent behaviour and respect for all.

The school is committed to safeguarding and promoting the welfare of young people and expects staff to share this commitment. All posts are subject to a safer recruitment process which includes enhanced criminal records and barring checks, scrutiny of employment history, referencing and other vetting checks, including online searches.

Closing date for applications:

9.00am, Monday 2nd March 2026

We expect to interview:

TBA

Please submit:

- A letter of application, no more than two sides of A4, outlining how you meet the person specification
- A completed application form (available on the school website)

Presdales School is committed to ensuring inclusion, diversity and equality of opportunity. We welcome applications from all suitable candidates and encourage those from underrepresented groups, and/ or with protected characteristics, to apply.

You can post your application to the school, or send by email to:

recruitment@presdales.herts.sch.uk

Please note that CVs will not be accepted. Prospective applicants are welcome to visit the school prior to the application process. Please contact the Head's PA at the above email address if you wish to arrange a visit.





Person Specification SENCO

We are looking for a candidate who is able to demonstrate the following essential or *desirable* requirements.

Qualifications

- A good honours degree
- Qualified teacher (QTS)/PGCE
- National Award for SEN Co-ordination, or a willingness to complete the new NPQ for SENCOs within 3 years of appointment

Experience

- Teaching experience
- Evidence of adding value to current students
- Knowledge of current educational issues
- Experience of conducting training/leading INSET
- Good understanding of how students learn and how to raise standards of achievement
- Evidence of active involvement in own professional development
- *Experience of using data systems such as SISRA/4Matrix*
- *Experience of working at a whole-school level*

Skills and Knowledge

- Sound knowledge of the SEND Code of Practice
- Understanding of what makes 'quality first' teaching, and of effective intervention strategies
- Data analysis skills and the ability to use data to inform provision planning
- Effective communication and interpersonal skills
- Ability to build effective working relationships
- Ability to influence and negotiate
- Good record-keeping skills

Personal Qualities

- Committed to safeguarding and promoting the welfare of young people
- Commitment to getting the best outcomes for students and promoting the ethos and values of the school
- Commitment to equal opportunities and securing good outcomes for students with SEN or a disability
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- The ability to motivate others
- Positive attitude
- Self-motivated and hardworking
- Creative
- Sense of humour



Job Description

SENCO

Main Purpose

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

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual students with SEN 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
- While the SENCO will have responsibility for the oversight of provision for students with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of students within their classroom.

Duties and Responsibilities

Strategic development of SEN policy and provision

- Have a strategic overview of provision for students with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for students with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for students with SEN or a disability
- Implement and lead intervention groups for students with SEN, and evaluate their effectiveness

Support for students with SEN or a disability

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

Leadership and management

- Work with the Headteacher and trustees to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the SIP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for Students with SEN or a disability
- Lead and manage the Learning Hub, Assistant SENCO and Teaching Assistants (TAs) working with students with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for students with SEN
- Remain alert to the fact that students with SEN may be more vulnerable to safeguarding challenges

Standards and quality assurance

1. Support the aims and ethos of the school.
2. Set a good example in terms of dress, punctuality and attendance.
3. As required, carrying out any other duties that the school deems appropriate and necessary to maintain the upkeep and safety of the school at all times.
4. Ensure safeguarding procedures are implemented and the safeguarding policy followed.

Whilst this job description is current, and every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified. Employees will be expected to comply, following consultation, with any reasonable request from the Headteacher to carry out tasks and duties that are of a similar level, but not specified in the job description.