

**Job description for the post of:** Special Educational Needs Coordinator (SENCo)

**Salary Range:** L8 - L12

**Working Pattern:** Fulltime

**Responsible to:** Deputy Headteacher

**Role overview:**

We are seeking a passionate, dedicated, and highly organized Special Educational Needs Coordinator (SENCo) to join our thriving mainstream secondary school. The successful candidate will play a pivotal role in ensuring that students with special educational needs and disabilities (SEND) receive high-quality support and have full access to the curriculum, enabling them to achieve their full potential.

As SENCo, you will be responsible for the strategic development and day-to-day operation of the school's SEND provision. You will work collaboratively with the Senior Leadership Team, teaching staff, support staff, parents/carers, and external agencies to create an inclusive and supportive learning environment for all students.

**Main Responsibilities**

**Strategic Leadership and Management:**

- Develop, implement, and regularly review the school's SEND policy and procedures in line with the SEND Code of Practice and relevant legislation.
- Contribute to the school's overall strategic planning and self-evaluation processes, ensuring that the needs of students with SEND are fully considered.
- Manage the school's SEND budget effectively and ensure resources are deployed appropriately to meet identified needs.
- Lead and manage the SEND team, including teaching assistants and other support staff, providing guidance, training, and performance management.
- Maintain accurate and up-to-date records of students with SEND.
- Prepare and present reports on SEND provision to the Senior Leadership Team and Governing Body.

**Identification and Assessment of Need:**

- Oversee the early identification of students with potential SEND through effective liaison with primary schools, staff referrals, and monitoring of student progress.
- Ensure that appropriate assessments are carried out to identify individual needs and inform targeted support.
- Work with teaching staff to develop and implement effective strategies within the

classroom.

- Commission support from external agencies to support the identification of pupil needs, including Educational Psychologists and SEN support services.

### **Provision and Support:**

- Coordinate the development and implementation of Individual Education Plans (IEPs), Support Plans, and other personalised learning plans for students with SEND, ensuring they have clear targets and strategies for success.
- Monitor the effectiveness of interventions and support provided, evaluating their impact on student outcomes.
- Liaise with external agencies, such as educational psychologists, speech and language therapists, occupational therapists, and social services, to secure specialist advice and support for students.
- Organise and deliver training to staff on SEND awareness, inclusive teaching strategies, and specific learning needs.

### **Communication and Collaboration:**

- Build positive and effective relationships with parents/carers of students with SEND, ensuring they are fully involved in the planning and review of their child's support.
- Work collaboratively with all teaching and support staff to promote a culture of inclusion and shared responsibility for meeting the needs of students with SEND.
- Liaise with pastoral staff to ensure the social, emotional, and mental health needs of students with SEND are addressed.
- Ensure effective communication and transition arrangements are in place for students with SEND moving between key stages and schools.

### **Professional Development:**

- Keep up-to-date with current legislation, research, and best practice in the field of SEND.
- Engage in relevant professional development opportunities to enhance your knowledge and skills.
- Contribute to the professional development of other staff members in relation to SEND.

### **Qualifications and Experience:**

- Qualified Teacher Status (QTS).
- National Award for SEN Coordination (NASENCo) or National Professional Qualification (NPQ) for SENCOs (or if relevant other experience, a willingness to undertake the NPQ SENCO within 3 years of appointment).
- Significant and successful experience of working with students with a wide range of special educational needs in a secondary school setting.
- A thorough understanding of the SEND Code of Practice and relevant legislation.

- Experience of leading and managing teams.
- Proven ability to analyze data, track student progress, and evaluate the impact of interventions.
- Excellent communication, interpersonal, and organizational skills.
- Strong ICT skills and the ability to use data management systems effectively.

**Personal Qualities:**

- A strong commitment to inclusive education and the belief that all students can achieve.
- A positive and proactive approach to problem-solving.
- The ability to work effectively under pressure and manage competing demands.
- Excellent interpersonal skills and the ability to build positive relationships with students, staff, parents/carers, and external agencies.
- Empathy, patience, and a genuine passion for supporting students with SEND.
- A commitment to continuous professional development.

**Core Competencies:**

**Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

**Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

**Safeguarding Commitment**

AtC is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

<b>Prepared by:</b>	Martin Haskayne	<b>Date:</b>	07/05/2025
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