



Job Description

Job Title: SEND Support Coordinator
Grade: C3 SCP 19-22
Reporting to: SENDCO

Job Purpose:

To lead and coordinate high-quality support for students with Special Educational Needs and Disabilities (SEND), ensuring outstanding academic progress, powerful next-step destinations, and excellent personal, social, and emotional outcomes. This role provides professional supervision, specialist advice, and operational leadership within the SEND team, ensuring compliance with the SEND Code of Practice and delivering impactful support to students, staff, and families. The SEND Officer will act as a key point of contact for SEND-related matters, troubleshoot complex cases, liaise with external professionals, and contribute to the strategic development of SEND provision across the academy.

Key Responsibilities

Leadership of SEND Support

- To provide leadership of support for all students with SEND ensuring:
 - outstanding academic learning and achievement
 - powerful 'next steps' destinations
 - excellent personal, social and emotional outcomes for all students with SEND.
- Have responsibility for providing professional supervision and specialist advice and support to the SEND team.
- Ensure that all of the pastoral team know and meet the practice standards of the SEND Code of Practice.
- Ensure the effective delivery of SEND support to students, teachers and parents & carers to ensure that our work with students with SEND is highly impactful.
- Troubleshoot and problem solve around difficult cases to resolve issues at the local level, wherever possible.
- Act as a first point of contact for SEND-related enquiries from parents & carers, and staff.
- Write SEND Support Plans, make referrals and liaise with external professionals where appropriate.
- Be a part of leading the specialist provision on a daily basis.
- Attend multi-agency meetings and complete parental review meetings in order to fully support students' needs and act upon any issues arising in an effective and comprehensive manner.
- Provide pastoral support to our SEND students when needed.
- Provide some Maintain Exam Access Arrangements evidence folders and liaise with the TMA Exams.
- Contribute to the academy's SEND self-evaluation and development plan.

Strategic and Collaborative Work

- Work alongside the pastoral team, to complete projects and developments within SEND that aim to address issues of school improvement in relation to students with SEND.
- Support the Exams and Attendance Officer to improve attendance.
- Promote educational and pastoral inclusion by removing barriers to achievement and participation, particularly for students with SEND.

Statutory Casework and Compliance

- Manage and process, under the direction of the SENDCO, statutory casework within legal and internal timelines for students at the academy.
- Provide SEND guidance to the admissions team.
- Oversee the assessment process for young people with special educational needs in line with the SEND Code of Practice. This includes identifying those who require needs assessments, coordinating the assessment process, drafting Education, Health and Care (EHC) and/or SEND Support plans, and arranging appropriate provision to ensure each young person's needs are effectively met.
- Draft costed provision maps and manage the SEND budget and any top-funding in line with provision needs, deploying resources impactfully and effectively.
- Work with the SENDCO to ensure the academy meets its responsibilities under the Equality Act (as amended) in relation to reasonable adjustments and access arrangements.
- Ensure that academy website content relating to SEND aligns with the Leeds Local Offer and meets all statutory requirements.
- Be a key point of contact with external agencies, including the Local Authority and its support services.
- Ensure that accurate and timely referrals are made to other professionals both externally and internally as part of the diagnosis process.
- Monitor the progress of students with statements and/or EHC and/or SEND Support plans, including amending statements and/or EHC and/or SEND Support plans in the light of annual reviews.
- Organise and attend parent & carer meetings, including EHC and/or SEND plan reviews, taking follow-up actions as required.
- Promote the successful inclusion of young people with SEND.
- Provide leadership to ensure SEND statutory requirements are met by the pastoral team and work closely with the SENDCO to support and challenge practice within the academy.
- Ensure that SEND statutory deadlines are met, and that statutory work is of exceptional quality and complies fully with the highest practice standards and expectations.

Training and Professional Development

- Deliver specialist training and input to leadership, teaching and operations staff to ensure a high level of understanding relating to SEND.
- Provide expert knowledge of SEND practice and legislation to all colleagues.
- Ensure all administration work pertaining to SEND is completed to the highest standard of accuracy.
- Engage in professional development in a wide range of areas such as ASC, ADHD and anxiety strategies.
- Attend any formal training specific to the needs of any high need's students admitted to academy.

Direct Student Support

- Deliver 1:1 and small group support for identified students with SEND.

GORSE

- Model inclusive strategies in classrooms and build staff confidence in supporting students with SEND.
- Support the Exams and Attendance Officer to administer and interpret GL assessments to determine eligibility for Exam Access Arrangements (EAA).

Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.
- To complete AM, Break, Lunch & PM duties as required by the principal.

Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

PERSON SPECIFICATION

Criteria	Essential/ Desirable
Qualifications	E/D
• Grade C/4 and above in GCSE English and Mathematics (or equivalent).	E
• Relevant Level 3 Qualification (or willing to work towards).	E
• Evidence of recent and relevant professional development in SEND (e.g. ASC, ADHD, anxiety strategies).	D
• Up-to-date knowledge of the SEND Code of Practice and related statutory guidance.	D
Knowledge and Skills	E/D
• In-depth knowledge of SEND legislation, including the Equality Act (as amended), and its application in education.	E
• Clear understanding of inclusive practice, strategies to remove barriers to learning, and approaches that promote participation for all students.	E
• Understanding of safeguarding responsibilities within the context of SEND.	E

• Ability to lead, supervise and support a multidisciplinary pastoral team, ensuring compliance with practice standards.	E
• Excellent organisational and administrative skills, with the ability to meet statutory deadlines and maintain accurate records.	E
• Strong communication and interpersonal skills, able to engage confidently with staff, parents, carers, external agencies, and students.	E
• Skilled in drafting high-quality statutory documentation, reports, provision maps and website content.	E
• Ability to deliver effective training and model inclusive classroom strategies for colleagues.	E
• High level of IT literacy, including data management systems and online platforms.	E
• Knowledge of exam access arrangements and assessment processes (e.g. GL assessments).	D
• Competence in budget management and resource deployment.	D
• Ability to contribute to wider school improvement initiatives beyond SEND.	D
Experience	E/D
• Significant experience of working with children and young people with a wide range of SEND, ideally in secondary or post-16 education.	E
• Experience of managing and processing statutory SEND casework (EHC plans, IEPs) within strict timelines.	E
• Experience of working with parents, carers, teachers, and multi-agency professionals to secure positive outcomes.	E
• Proven ability to troubleshoot and resolve complex SEND-related issues.	E
• Experience of monitoring progress and adapting support plans based on reviews.	E
• Experience of delivering SEND-related training and guidance to staff.	E
• Evidence of contributing to school self-evaluation and improvement planning in relation to SEND.	D
• Experience of administering and interpreting assessments to inform support and exam access arrangements.	D
• Previous involvement in managing provision budgets and preparing costed provision maps.	D
• Experience of supervising pastoral initiatives such as mentoring programmes or SEND support spaces (e.g. learning sanctuaries).	D
Continuous Professional Development	E/D
• Evidence of commitment to Continuing Professional Development	E
Other Conditions	E/D
• Enhanced DBS Clearance	E

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.

Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.