

SENDCo and Trust Strategic SEND Lead Job Description and Person Specification

Confirmation of post details:	
Post holder:	Job Title: SENDCo (St Francis, with Trust Strategic SEND & Inclusion Leadership)
Service: Cardinal Newman Catholic Educational Trust	Responsible to: Principal of St Francis (school-based role) and CEO of the Trust (Trust-wide role)
Primary contacts: School leadership team, teaching and support staff, pupils and families, Trust leadership team, SENDCos across the Trust, Local Authority SEN teams, external professionals	Grade:
Location: St Francis Catholic Primary School (2 days per week) and Trust schools (1 day per week, flexible across sites)	Any specific working arrangements: 3 days per week (0.6 FTE).

This job description is a guide to the work you will initially be required to undertake and may be reviewed from time to time to meet changing circumstances.

Job Description:
<p>Purpose of role:</p> <p>The SENDCo will lead a transformative approach to inclusive education, ensuring every pupil thrives academically, socially and emotionally. As a strategic leader, the SENDCo will champion a culture of high expectations, drive innovation in teaching and learning for SEND pupils and ensure that the school's SEND provision reflects the highest standards of excellence and compassion.</p> <p><i>In addition to their role as SENDCo at St Francis, the postholder will contribute to the strategic leadership of SEND and Inclusion across the Newman Catholic Trust, ensuring consistency of practice and system development</i></p>
<p>Core Aims</p> <ol style="list-style-type: none"> 1. Inclusion as Innovation: Promote an inclusive school ethos by embedding cutting-edge teaching strategies and inclusive pedagogies. 2. Pupil-Centred Leadership: Ensure the voice of every child with SEND is heard and placed at the heart of decision-making. 3. Excellence in Teaching: Equip all staff to deliver 'Quality First Teaching,' ensuring that inclusion is a collective responsibility. 4. Future-Ready Learning: Prepare pupils with SEND for a rapidly changing world through personalised learning pathways and robust skills development. 5. Community Partnerships: Build dynamic relationships with families, agencies and the wider community to provide holistic support.
<p>Roles and Responsibilities:</p> <p>Strategic Leadership</p> <ul style="list-style-type: none"> • Develop, implement and evaluate an ambitious SEND strategy, aligned with the school's improvement plan and national SEND priorities.

<ul style="list-style-type: none"> Collaborate with the leadership team to ensure SEND provision underpins every aspect of the school's curriculum and ethos. Innovate by integrating emerging practices, such as assistive technologies, into SEND provision. Lead the deployment and evaluation of the SEND budget to ensure maximum impact on pupil outcomes.
<p>Operational Excellence</p> <ul style="list-style-type: none"> Design and maintain robust systems to monitor and evaluate SEND provision, including the SEND register and provision map. Oversee a rigorous graduated approach to SEND, including high-quality assessments, interventions and reviews. Facilitate a seamless multi-agency approach, championing person-centred planning to deliver bespoke support for pupils with SEND and their families. Ensure statutory compliance with all legislation, including EHCP reviews and safeguarding measures.
<p>Pupil Advocacy and Progress</p> <ul style="list-style-type: none"> Act as the primary advocate for SEND pupils, ensuring their needs are met in all aspects of school life. Lead innovative interventions, integrating evidence-based practices such as sensory integration, mindfulness, or therapeutic strategies. Track and analyse data to identify trends, evaluate impact, and inform strategic decisions. Empower pupils to develop independence, resilience, and self-belief through personalised education plans.
<p>Capacity Building</p> <ul style="list-style-type: none"> Inspire and lead professional development to ensure all staff feel confident and skilled in supporting SEND pupils. Mentor new teachers, trainee staff and colleagues to embed a consistent and aspirational approaches. Champion a school-wide culture where every teacher sees themselves as a teacher of SEND.
<p>Engagement and Collaboration</p> <ul style="list-style-type: none"> Build meaningful partnerships with families to create shared ownership of pupil progress. Lead outreach initiatives with external agencies and community organisations to ensure holistic provision. Promote awareness of SEND across the wider school community, fostering empathy, understanding and respect.
<p>Trust-Wide Responsibilities (1 day per week)</p> <ul style="list-style-type: none"> Strategy and Leadership: Develop, implement and evaluate the Trust's SEND and Inclusion Strategy, ensuring alignment with the Trust Improvement Plan, diocesan priorities and national SEND reforms. Network Leadership: Establish, chair and grow the Trust SENDCo Network, building collaboration, peer support and shared expertise across all schools. Policy and Systems: Audit, standardise and embed Trust-wide policies, procedures and processes — including EHCP applications, graduated approach, assessment and provision mapping. Provision Mapping and Outcomes: Lead the design of a Trust-wide approach to provision mapping, monitoring impact and ensuring resources are deployed effectively to improve outcomes for pupils with SEND. Complex Case Support: Provide strategic advice and direct support to Principals and SENDCos in managing complex or high-need cases, ensuring consistency, rigour and compassionate practice across schools. CPD and Workforce Development: Audit existing CPD, coordinate and quality assure Trust-wide training linked to SEND and inclusion, and develop new programmes to build capacity and expertise at all levels. Monitoring and Reporting: Monitor and analyse Trust-wide SEND outcomes, producing reports for the CEO, Principals, and the Trust Board, with recommendations for continuous improvement. External Partnerships: Act as a visible champion for inclusion, representing the Trust with Local Authorities, health and social care partners, and national SEND networks to influence policy and practice.

This list is not exhaustive and the jobholder may be required to carry out other reasonable duties commensurate with the grade, as requested by their line manager.

This job description may change as the post or the needs of the school develop. Such changes will be subject to consultation between the post holder and their manager and, if necessary, further job evaluation.

Signed employer:		Signed employee:	
Date:		Date:	

Criteria	Essential	Desirable
Qualifications/Training		
Qualified Teacher Status (QTS)	✓	
National Award for SEN Co-ordination (or commitment to achieving it within three years)	✓	
Degree in a relevant field	✓	
Advanced training in SEND (e.g. autism, dyslexia, sensory integration)		✓
Safeguarding training to advanced level	✓	
Experience		
Significant teaching experience with a proven record of working successfully with SEND pupils	✓	
Experience of leading whole-school SEND initiatives	✓	
Experience of managing multi-agency collaboration		✓
Proven ability to deliver staff training or lead INSET sessions	✓	
Experience in data analysis and using it to inform planning	✓	
Leadership experience in SEND, contributing to school improvement plans	✓	
Knowledge/Skills		
Expert understanding of the SEND Code of Practice	✓	
Knowledge of statutory frameworks for SEND, including EHCP processes	✓	
Strategic thinker, able to translate vision into actionable steps	✓	
Knowledge of assistive technologies and adaptive teaching strategies		✓
Strong interpersonal and communication skills, with the ability to influence and negotiate	✓	
Ability to build effective working relationships with staff, parents and external agencies	✓	
Proficiency in monitoring and evaluating the impact of interventions	✓	
Behaviours and Attributes		
High expectations for all pupils, with a belief in every child's potential	✓	
Empathetic and solutions-focused, fostering trust and collaboration	✓	
Resilient, adaptable and proactive in overcoming challenges	✓	
Passion for professional growth, inspiring others to embrace high standards	✓	
Demonstrates a "can-do" attitude, encouraging and supporting colleagues	✓	
Additional Trust-wide expectations		
For this post, experience of influencing SEND provision beyond a single school, or a proven ability to lead networks, shape policy and standardise systems, is desirable		✓