

Job Description

Post: Special Educational Needs Co-coordinator (SENDCO) & Assistant Headteacher

Salary: Leadership Scale (L1-4)

Responsible to: The Headteacher

Responsible for: Whole School SEND

Hours: Full time

Contract type: Permanent



Your job description is intended as a reference document which identifies your main responsibilities and activities.

Purpose of the job:

The main purpose of this role is to work alongside the Headteacher to:

- Communicating the school's vision compellingly and supporting the Head Teacher's strategic leadership and day to day management of the school.
- Fulfil the statutory duties and responsibilities of the SENDCO in accordance with the SEND Code of Practice.
- Lead the development, implementation and evaluation of high-quality inclusive practice across the school, promoting a culture of inclusion, belonging and high expectations for all pupils.
- Actively promote safeguarding, equality of opportunity and the welfare of all pupils.

Key duties and responsibilities:

Strategic Leadership of Inclusion and SEND

- Lead and communicate the school's vision for inclusion and SEND.
- Develop, implement and evaluate the SEND and Inclusion Strategy.
- Contribute to school self-evaluation and improvement planning.
- Establish and monitor systems that promote high expectations and positive outcomes for pupils with SEND and other vulnerable groups.
- Maintain up-to-date knowledge of national legislation, local authority guidance and evidence-informed practice relating to SEND and inclusion.
- Ensure SEND provision is effective, evidence-informed and delivers measurable impact.
- Monitor outcomes for pupils with SEND and other vulnerable groups.
- Report to senior leaders and governors on inclusion, provision and outcomes.
- Ensure compliance with the SEND Code of Practice, Equality Act and statutory requirements.

Statutory SENDCO Responsibilities

- Lead the day-to-day operation of the school's SEND policy and provision.
- Coordinate the graduated approach, including Assess, Plan, Do, Review processes.
- Oversee the identification, assessment and monitoring of pupils with SEND.
- Manage SEND records, annual reviews and statutory documentation.
- Coordinate Education, Health and Care Needs Assessments and annual reviews.
- Ensure statutory timescales and legal requirements are met.
- Support effective transition arrangements between settings and phases.
- Advise staff on strategies to support pupils with SEND.

Teaching, Learning and Curriculum

- Promote high-quality adaptive teaching across the school.
- Monitor and evaluate the quality of provision for pupils with SEND.
- Support staff in planning and delivering inclusive learning experiences.
- Lead SEND-related professional development and coaching.
- Work with subject leaders to ensure curriculum accessibility and ambition.

- Evaluate the impact of interventions and support programmes.

Leadership of Vulnerable Learners

- Oversee provision and outcomes for vulnerable groups, including SEND pupils, disadvantaged pupils, Children Looked After, pupils with SEMH needs and those at risk of exclusion.
- Coordinate targeted support and intervention.
- Identify and remove barriers to learning and participation.

Leadership and Management of Staff

- Line manage and develop inclusion and support staff.
- Ensure effective deployment of support staff and resources.
- Promote high expectations, accountability and continuous improvement.

Partnership Working

- Build effective relationships with parents and carers.
- Lead consultation, review and support meetings.
- Coordinate work with external professionals and agencies.
- Represent the school at multi-agency meetings and panels.
- Secure appropriate specialist support and provision for pupils.

Monitoring, Evaluation and Resources

- Evaluate the effectiveness and value for money of provision and interventions.
- Contribute to the effective management and evaluation of SEND funding and resources.
- Produce reports and recommendations for leaders, governors and external agencies.

Senior Leadership Responsibilities

As a member of the Senior Leadership Team, the postholder will:

- Support the Headteacher in the strategic leadership and management of the school.
- Contribute to school improvement, policy development and organisational effectiveness.
- Promote high standards of teaching, learning, behaviour and safeguarding.
- Contribute to staff development and leadership capacity across the school.
- Undertake any other duties commensurate with the grade and responsibilities of the post.

Safeguarding

The postholder will also hold responsibility for safeguarding and promoting the welfare of children and young people as a Deputy Designated Safeguarding Lead and must:

- Demonstrate a commitment to safeguarding in all aspects of their work.
- Adhere to statutory guidance and school safeguarding procedures.
- Report concerns promptly and appropriately.
- Promote a culture where children feel safe, respected and valued.
- Support the school's commitment to equality, diversity and inclusion.

Notes:

This job description may be amended at any time in consultation with the post holder.

Person Specification

Criteria	Essential	Desirable
Qualifications & Professional Development	Qualified Teacher Status (QTS).	National Professional Qualification (NPQSL, NPQ SENCO or equivalent).
	SENCO Qualification (NASENCO) or willingness to complete within the statutory timescale.	Evidence of postgraduate study in SEND, leadership or inclusion.
Leadership & Management	Successful experience of leadership within a primary school setting.	Experience as a member of a Senior Leadership Team.
	Evidence of leading and implementing school improvement initiatives that have secured positive outcomes for pupils.	Experience of leading whole-school inclusion, SEND, behaviour or pastoral provision.
	Experience of supporting, coaching or developing colleagues.	Experience of performance management and line management responsibilities.
SEND & Inclusion Experience	Secure understanding of the SEND Code of Practice and inclusive education.	Experience of fulfilling the role of SENDCO.
	Experience of supporting pupils with a range of additional needs.	NASENCO qualification completed.
	Experience of working effectively with parents, carers and external agencies.	Experience of leading statutory assessment and EHCP processes.
Teaching	Evidence of consistently good or better adaptive teaching and inclusive classroom practice.	Experience of coaching colleagues to improve adaptive teaching.
	Strong understanding of effective teaching, learning and assessment.	Experience of delivering whole-school CPD.
Knowledge & Understanding	Knowledge of effective strategies for improving outcomes for pupils with SEND and vulnerable learners.	
	Strong understanding of safeguarding legislation and procedures.	Knowledge of current national SEND reforms and developments.
Strategic Leadership	Ability to contribute to strategic planning and school improvement.	Experience of leading organisational change.
	Ability to analyse and interpret data to inform decision-making.	Experience of evaluating the impact of SEND funding.
	Ability to evaluate provision and demonstrate measurable impact.	
Communication & Partnership Working	Ability to build positive relationships with pupils, families, staff and external professionals.	Experience of representing a school at LIFT or other local authority panels.
	Ability to manage challenging conversations professionally and sensitively.	
Personal Qualities	Commitment to inclusive education and achieving the best outcomes for every child.	
	High levels of professionalism, integrity and resilience.	
	Ability to inspire, motivate and influence others.	
	Strong organisational and time-management skills.	

