



Post Title	SENDCO
School / Organisation	Avanti Grange
Location	Bishop's Stortford
Grade	L8 – L10
Hours	32.5 hours per week
Contract Type	Permanent Year-round
Reports to	Learning Village Inclusion Lead
Preferred Start Date	September 2026

MAIN PURPOSES OF THE JOB

The SENDCo provides strategic leadership and operational oversight for the provision of Special Educational Needs and Disabilities (SEND) across the school. The postholder is responsible for the development, implementation, and review of the school's SEND policy and for ensuring that students with SEND receive high quality, inclusive educational provision.

Working closely with staff, parents, and external agencies, the SENDCo will ensure that students with additional needs are accurately identified, supported through appropriate interventions, and able to make strong progress. This includes overseeing assessments, coordinating individual support plans, monitoring outcomes, and ensuring that staff are well equipped to meet the needs of students with SEND within the classroom.

The SENDCo will lead the coordination of access arrangements for examinations and ensure that information regarding student needs is communicated effectively across the school. As a qualified teacher, the SENDCo will fulfil all professional teaching responsibilities while supporting colleagues to deliver high-quality inclusive teaching through guidance, training, and the sharing of effective strategies. In their leadership capacity, the SENDCo will be accountable for the quality of provision and outcomes for students with SEND, including the effective management and development of staff within the SEND team.

The postholder will ensure that the school fulfils its statutory duties in relation to SEND and will undertake the National Award for SEN Coordination (or NPQ for SENCOS) within three years of appointment where this has not already been achieved.

RESPONSIBILITIES OF THE JOB

Strategic Development of SEND Policy and Provision

- Provide strategic leadership for provision for students with SEND across the school, monitoring and reviewing the quality and impact of support.
- Lead the development, implementation, and review of the SEND policy, ensuring its priorities are reflected within the School Development Plan.
- Contribute to whole-school self-evaluation and quality assurance processes, particularly in relation to outcomes and provision for students with SEND.
- Ensure effective systems are in place for the identification, assessment, and monitoring of students with SEND.
- Maintain up-to-date knowledge of national and local developments in SEND and ensure these inform school policy and practice.



- Oversee the effective use of SEND funding, evaluating impact and recommending adjustments to ensure resources are used efficiently.
- Monitor the quality of classroom provision and targeted interventions for students with SEND through regular review and quality assurance.
- Oversee the identification and administration of examination access arrangements in line with current JCQ regulations.

Operation of the SEND Policy and Coordination of Provision

- Maintain an accurate and up-to-date SEND register and provision map.
- Lead the coordination of SEND provision across the school, ensuring a consistent and effective graduated approach to support.
- Provide guidance and support to staff on inclusive teaching strategies, differentiation, and meeting the needs of students with SEND within the classroom.
- Advise on the effective deployment of staff, resources, and SEND funding to meet the needs of students with additional needs.
- Analyse assessment and progress data for students with SEND to inform provision and identify areas for improvement.
- Oversee and evaluate targeted interventions to ensure they have a positive impact on student progress.
- Maintain an up-to-date understanding of the Local Offer and ensure families are signposted to appropriate services and support.
- Work collaboratively with external professionals, including educational psychologists, health and social care services, and other agencies.
- Act as the main point of contact for the Local Authority and external agencies regarding SEND provision and support.

Support for Students with SEND

- Oversee effective systems for the identification and assessment of students with SEND, ensuring appropriate provision is put in place and regularly reviewed.
- Monitor provision to ensure it meets individual student needs and supports strong progress.
- Ensure accurate and up-to-date records are maintained, including learning passports and other support plans.
- Lead the coordination and review of Education, Health and Care Plans (EHCPs), including annual reviews, working closely with students, parents/carers, and relevant professionals.
- Maintain regular communication with parents/carers regarding the progress and support of students with SEND.
- Promote full inclusion by ensuring students with SEND have appropriate access to the curriculum, facilities, and wider school opportunities.
- Undertake the role of Designated Teacher for Children Looked After, ensuring appropriate support for students who are both looked after and have SEND.
- Support effective transition arrangements, including attending Year 6 reviews where appropriate and ensuring information is shared promptly when students join or leave the school.

Leadership and Management

- Work with the Executive Principal, Head of School and Hub Inclusion Lead to ensure the school meets its responsibilities under the Equality Act 2010, including reasonable adjustments and access arrangements.
- Contribute to the development and implementation of the school's inclusion strategy, aligned with the principles of *The Avanti Way*.
- Provide regular updates to senior leaders and governors on the quality and impact of SEND provision.
- Contribute to the School Development Plan and ensure SEND policy and practice are consistently implemented across the school.



- Identify training needs and lead professional development for teaching and support staff on inclusive practice and meeting the needs of students with SEND.
- Promote an inclusive culture that supports the SEND and EAL policies and secures positive outcomes for students with additional needs.
- Ensure statutory SEND information is accurate and published in line with requirements.
Lead and manage staff within the SEND team, including Learning Coaches and administrative support staff, ensuring effective deployment and high standards of practice.
- Undertake line management responsibilities, including ongoing performance review and appraisal.
- Act as a member of the Extended Leadership Team, contributing to weekly leadership meetings and supporting wider school leadership priorities as directed by the Head of School.

Teaching

- Undertake a teaching commitment as agreed with the Head of School, determined in line with the needs of the school and balanced appropriately to support the responsibilities of the SENDCo role.
- Deliver high-quality teaching in line with the school's curriculum and the Teachers' Standards.
- Plan and deliver lessons that meet the needs of all learners, including those with SEND, EAL, disabilities, and high prior attainment.
- Be accountable for the progress and attainment of students taught, using assessment effectively to inform teaching and support student progress.
- Use a range of assessment, monitoring, and feedback strategies to support learning and ensure students understand how to improve.
- Set and assess homework in line with school policy and contribute to wider assessment and examination processes.
- Promote high standards of literacy, behaviour, and engagement within the classroom.
- Use assessment data to monitor progress, set appropriate targets, and adapt teaching accordingly.

All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD) and have due regard to the Teachers' Standards. Performance will be assessed against the standards as part of the annual appraisal process.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENDCo will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Head of School and or Hub Inclusion Lead.

PERSON SPECIFICATION

Criteria		Requirement	
		Essential	Desirable
1.	QTS Qualified with significant teaching experience	X	
2.	National Professional Qualification for SENCOs (NPQ SENCO) or willingness to complete within three years of appointment	X	
3.	Qualification and/or experience as a Designated Safeguarding Lead		X
4.	Experience of working with students with a range of SEND with strong knowledge of the SENDCO code of practice	X	
5.	Experience of working at a whole-school level	X	
6.	Experience of effective middle leadership with evidence of securing positive outcomes	X	



7.	Experience of managing or leading a team and of leading professional development / INSET	X	
8.	Experience of contributing to school self-evaluation and development planning	X	
9.	Strong understanding of high-quality inclusive teaching and ordinarily available provision	X	
10.	Knowledge of effective intervention strategies and approaches to supporting students with SEND	X	
11.	Ability to plan, implement and evaluate interventions	X	
12.	Strong data analysis skills with the ability to use data in the form of provision planning	X	
13.	Excellent communication and interpersonal skills with the ability to build effective working relationships with staff, students, parents and external agencies	X	
14.	Ability to influence practice and support colleagues to develop inclusive teaching approaches	X	
15.	Strong organisational and record-keeping skills	X	
16.	Commitment to securing the best outcomes for students and promoting the ethos and values of the school	X	
17.	Commitment to inclusion, equality of opportunity and high expectations for students with SEND	X	
18.	Ability to prioritise effectively and work under pressure	X	
19.	High levels of professionalism, integrity and confidentiality	X	
20.	Commitment to the safeguarding and welfare of all students	X	

FURTHER INFORMATION

Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

For further information - <https://avanti.org.uk/wp-content/uploads/2024/09/Child-Protection-and-Safeguarding-Policy.Summer-24-2.pdf>