

# Days Lane Primary School



## **Special Educational Needs & Disability Coordinator (SENDCO) Application Pack**



## Welcome from Days Lane Primary School

Dear Applicant,

Thank you for your interest in the position of SENDCO, at Days Lane Primary School. We hope that you find this information pack a useful introduction to the school and that you will be encouraged to apply.

Days Lane Primary School is a welcoming three form entry school with its own nursery and small resource provision for pupils in KS2. As a stand-alone academy, we work collaboratively as part of the Bexley Federation of Schools and as a member of the South East London Hub within Challenge Partners.

We are a school that is at the heart of the local community, with supportive parents and dedicated staff. At Days Lane, every pupil is valued and equipped with the necessary skills, knowledge and understanding to become caring, confident and successful individuals. Our core values underpin everything that we do and as a result, pupil's behaviour and attitudes are outstanding and their outcomes are high.

The Headteacher and Trustees are looking to appoint a skilled and committed SENDCO to ensure the needs of the school's special educational needs provision across this three form-entry school and Nursery. This is a great opportunity for a SENDCO with ambition and enthusiasm to play a key role in further strengthening our large successful school. We are keen to hear about your professional experience and what you can offer our school.

You will benefit from working with a strong team, continuous professional development and the opportunity to enhance the learning experiences of our wonderful children.

We encourage candidates to visit for a tour of the school. If you wish to have an informal discussion about the role, this can also be arranged by contacting Katrina Mendy on 0208 300 1697 or by emailing: [recruitment@dayslanepimary.co.uk](mailto:recruitment@dayslanepimary.co.uk)

We look forward to meeting you and receiving your application.

Yours faithfully,

Mrs Joanna Trusty  
Headteacher

Reverend Trevor Wyatt  
Chair of Trustees



## The School

Days Lane is a thriving three-form entry stand-alone Academy, providing an inclusive, caring and stimulating learning environment for pupils aged three to eleven. The school has a record of high academic standards and offers an exciting range of enrichment and extra curriculum activities. The school is a popular choice within the local community and annually over-subscribed in both Nursery and Reception. We were judged to be 'good' in all areas and 'outstanding' in behaviour and attitudes, by Ofsted in our last inspection in March 2023.

The school is well resourced and located on a large site that includes a separate building for the Nursery, sports hall, computing suite, Forest School, intervention rooms and onsite wraparound care.

At Days Lane School, our school moto 'Believe, Achieve, Succeed Together' is fulfilled through our carefully planned curriculum that is filled with exciting and memorable learning experiences. We value the development of the whole child and our core values underpin the key learning habits and qualities of our pupils.

- **Respect**
- **Resilience**
- **Responsibility**
- **Compassion**
- **Community**
- **Excellence**

Days Lane Primary School has high aspirations for all pupils, and particularly those identified with special educational needs, to ensure that all pupils thrive and fulfil their full potential. We are focused on creating an inclusive environment, where provision is adapted to the needs and abilities of our pupils. We have a small provision for pupils with complex needs in key stage two.

**660  
Pupils  
on role**

**97%  
Attendance**

**10%  
Pupil  
Premium**

**15%  
EAL**

**9.7%  
SEND**

For further information about the school and the full Ofsted report, please visit:

<https://dayslanepriamry.co.uk/bexley/primary/dayslane>

A virtual tour of the school is also available on the homepage of our website.

## The Role

Are you passionate about ensuring that every child reaches their full potential? Do you have the expertise and drive to lead and develop inclusive practice in a supportive school environment? If so we would love to hear from you.

Days Lane Primary School are seeing a dedicated and experienced Special Educational Needs and Disabilities Coordinator (SENDCO) to join our committed team.

As SENDCO, you will play a key role in shaping and delivering high-quality SEND provision, ensuring that all pupils with additional needs receive the support and guidance required to thrive. Working closely with staff, parents, and external agencies you will provide leadership and drive forward our inclusive ethos.

This is an exciting opportunity to make a real difference in the lives of our children and contribute to the ongoing success of our school.

The successful candidate will:

- Hold Qualified Teacher Status (QTS) and the National Award for SEN Coordination.
- Have experience in supporting pupils with a range of SEND needs across primary age groups.
- Demonstrate a strong understanding of the SEND Code of Practice and inclusive teaching approaches.
- Be able to formulate, implement, and review SEN Support Plans effectively.
- Have experience working with external agencies to ensure the best outcomes for pupils.
- Have a good eye for detail and be able to write strong applications for additional support to the Local Authority and other agencies.
- Be a strong communicator with excellent interpersonal skills to work effectively with pupils, parents, staff, and external professionals.
- Have the ability to lead and manage support staff to deliver outstanding SEND provision.
- Be highly organised, proactive, and committed to continuous professional development.

If you are ready to take on this rewarding role and contribute to our school community, we warmly welcome your application.

Candidates should refer to the job description / person specification and explain within their supporting statement how they meet the criteria, whilst also describing what they will bring to the post from their knowledge and experience. The successful candidate will work closely with the other members of the school team to provide the highest quality inclusive education across the school. The role requires you to have ambition and drive for working with children and empowering all stakeholders.

## Our Offer

Days Lane Primary recognise that in order to offer the best outcomes for our children, our staff teams need the opportunity to be the best they can be. We do this by ensuring we have the following in place for all staff:

- Continuous professional development
- Formal training opportunities, bespoke and targeted professional development as well as in-house bespoke training
- Initiatives to support with reducing teacher workload
- Well-being assistance and support including a dedicated employee assistance helpline
- Family friendly policies
- A happy, supportive and nurturing environment with a dedicated, experienced team
- Children who are eager and motivated to learn
- Termly staff events

## Safeguarding Children and Young People

Days Lane Primary School is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks.

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously list 99)
- Disclosure and Barring Service Check (for all staff and volunteers)
- References

We are committed to ensuring a positive work environment and selecting candidates who align with our values and culture. As part of our thorough recruitment process, in accordance with DfE Keeping Children Safe in Education, an online search will be discussed further with the applicant during the recruitment process.

Any information, found will be handled confidentially and considered in a professional manner. Our aim is to better understand your qualifications and suitability for the role. If you have any concerns or questions about the process, please contact us for more information.

This post is considered a customer-facing position; as such, it falls within scope of the Code of Practice on English language requirement for public sector workers. Days Lane Primary School therefore has a statutory duty under Part 7 of the Immigration Act 2016 to ensure that post holders have a command of spoken English sufficient for the effective performance of the job requirements. The appropriate standards are set out in the person specification. These will be applied during the recruitment/selection and probationary stages.

## How to Apply

Post: Special Educational Needs and Disabilities Coordinator (SENDCO)

Location: Days Lane Primary School

Salary Range: Main Pay Scale or Upper Pay Scale dependant on experience + SEN allowance.

Contract Type: Full time and Permanent

Closing Date for Applications: Noon on Wednesday 1 May 2026

Interview Dates: Week commencing 8 May 2026

Start Date: September 2026

Visits welcome: School tours with the Headteacher are by appointment only, please contact Katrina Mendy via email [recruitment@dayslaneprimary.co.uk](mailto:recruitment@dayslaneprimary.co.uk) to book.

The Job Description and Person Specification attached below will give prospective candidates a further insight into the position. If you feel you have the skills and experience for this role, we invite you to apply by the deadline of **Wednesday 13 May 2026. Interviews will be held during the week commencing 18 May 2026.**

It is essential that a fully completed application form is submitted. Please note that CVs will not be accepted and applications must be typed and not handwritten.

The main sections of the application form ask for various information relating to your work, educational and personal history. This information allows your application to be fully assessed against the criteria / competencies required for the job. When completing the application, you should provide your entire work history, including a description of any gaps in employment. In addition, outline your skills and qualifications.

As part of your application / supporting statement we are interested in knowing your impact so please provide relevant evidence. If you do not meet all the essential criteria, it is unlikely that you will be shortlisted.

Please provide details of two referees, one of whom should be your present /most recent employer (Headteacher) and previous employer.

Only those shortlisted for interview will be contacted. References will be requested for those shortlisted prior to interview.

## Job Description and Person Specification

<b>JOB TITLE</b>	Special Education Needs and Disabilities Coordinator (SENDCO)
<b>RESPONSIBLE TO</b>	Deputy Headteacher
<b>GRADE</b>	Main Pay Scale or Upper pay scale + SEN allowance
<b>HOURS</b>	Full Time
<b>ALL STAFF RESPONSIBILITIES</b>	<ul style="list-style-type: none"> <li>To value professional development and welcome training opportunities to develop personal skills and knowledge, particularly in digital technology.</li> <li>To agree to follow the school policies and procedures.</li> </ul>
<b>MAIN PURPOSE OF THE ROLE</b>	<ul style="list-style-type: none"> <li>To lead the Special Educational Needs provision within the school liaising with relevant external agencies ensuring the provision meets the needs of the children and staff are able to effectively contribute to the learning of every child.</li> <li>Support the strategic development of special educational needs (SEN) policy and provision in the school.</li> <li>Being a leader of SEND and promoting Inclusion.</li> <li>Be responsible for day-to day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability.</li> <li>Overseeing the teaching, learning and assessment within the school's provision class and teaching part time within the setting.</li> <li>Provide professional guidance to colleagues, working closely with staff, parents and other agencies.</li> <li>The SENDCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.</li> <li>Model quality first teaching to others.</li> <li>Role modelling high standards of conduct and leading on behaviour management</li> <li>While the SENDCO will have responsibility for the oversight of provision for a small group of pupils with SEN or a disability, the class teacher will hold responsibility for the day-to-day education and support of pupils within their classroom.</li> <li>Providing professional guidance to colleagues, working closely with staff, parents and other agencies.</li> <li>Coaching staff for professional development.</li> </ul>

<b>Duties &amp; Responsibilities</b>	<ul style="list-style-type: none"> <li>Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the equality of provision.</li> <li>Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability.</li> <li>Ensure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SDP).</li> <li>Maintain up to date knowledge of national and local initiatives that may affect the school's policy and practice.</li> <li>Keeping abreast of trends and developments in education, attend inset/training to keep abreast of new ideas and developments in education and to be active in evaluation and adaption of education research and classroom practice.</li> <li>Source and provide staff training related to SEN</li> <li>Operation of the SEN policy and co-ordination of provision</li> <li>Maintain an accurate SEND register and provision map</li> <li>Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support</li> </ul>
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- Evaluate the teaching /aspect of work by th monitoring of teachers' plans and through work analysis, and other school self-review processes identify effective practice and areas for improvement, and take appropriate action to further improve the quality of teaching
- Support staff by monitoring and evaluating environments, pupil standards, achievement and progress.
- Advise on the use of the school's budget and other resources to meet pupils needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

#### **Support for pupils with SEN or a disability**

- Identify a pupil's SEN
- Co-ordinate the provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the Education, Health and Care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents/carers
- Leading on adaptations and differentiation in planning and teaching for SEND children, across year groups and relevant Key Stages
- Take responsibility for the mental health and wellbeing of pupils in the key stage, including involvement in lunchtime duties when necessary, promoting the safety, health, care and welfare of pupils, and developing opportunities for them to make a positive contribution to the school and the communicatee
- Ensure if the pupil transfer to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked after pupil has SEN of a disability.

#### **Leadership and management**

- Work with the Headteacher and Trustees to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the Trust Board is required to publish
- Contribute to the SDP and whole school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Assist with staff appraisals and produce appraisal reports

#### **General**

- Carry out pupil supervision duties before or after the day and at break and lunchtimes.
- To carry out any other general duties consistent with the grade of the post that may be required from time to time.

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|  | <ul style="list-style-type: none"><li>• To be a strong role model, committed to raising standards of achievement, generating an atmosphere of focus, drive, and high expectations.</li><li>• Promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.</li></ul> |
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- The work of the school changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with national prescription in teachers' terms and conditions of employment and/or any relevant school improvement priorities set from time to time. Any major changes will involve discussion and consultation with you.
- The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed.
- The priorities for each year will be reviewed against this job description annually through continuous feedback and development meetings.

## Person Specification

	Essential	Desirable
Education, Qualifications and Training	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• National SENCO Qualification</li> <li>• Evidence of continuous professional development related to SEND (e.g. training in ASD, ADHD, Dyslexia, SEMH).</li> <li>• Child protection and safeguarding training</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuous commitment to further professional development.</li> <li>• Additional SEND related qualifications (e.g. Postgraduate Certificate in SEN, Dyslexia training, Mental Health First Aid).</li> <li>• Training in preparation and administration of EHCP applications and reviews.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of teaching at Foundation Stage, KS1 or KS2</li> <li>• Experience in supporting pupils with a range of SEND needs.</li> <li>• Experience in coordinating SEND provision across a school or phase</li> <li>• Experience in working with external agencies (e.g. Educational Psychologists, Speech and Language Therapists, Local Authority SEN teams)                             <ul style="list-style-type: none"> <li>• Experience in monitoring, assessing, and reporting on pupil progress, with a particular focus on SEND pupils</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Experience in planning and delivering CPD on SEND for staff</li> <li>• Experience in using SEND-related software or tracking systems</li> <li>• Experience in leading whole school SEND initiatives or projects</li> <li>• Experience in developing and implementing transition plans for SEND pupils</li> </ul>
Knowledge and Skills	<ul style="list-style-type: none"> <li>• Strong understanding of the SEND Code of Practice and its application in primary education</li> <li>• Ability to formulate, implement, and review SEN Support Plans</li> <li>• Knowledge of how to collect, interpret, and use specialist assessment data to inform practice</li> <li>• Ability to effectively deploy and manage support staff to enhance SEND provision</li> <li>• Ability to advise and support teaching staff in the development of inclusive practice</li> <li>• Competence in liaising with parents/carers, external agencies, and colleagues to ensure continuity of provision</li> <li>• Excellent communication skills, both written and verbal, to a variety of audiences</li> <li>• Ability and experience to raise standards</li> <li>• Ability to sensitively and effectively manage teams</li> <li>• Ability to effectively work with the senior management team with a positive approach to problem solving</li> <li>• Ability to reflect and take on feedback</li> <li>• The ability to act in a consistently professional manner and to strongly contribute to the ethos of the school and display commitment to the protection and safeguarding of children</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in using SEND-related software or tracking systems</li> <li>• Experience in leading whole-school SEND initiatives or projects</li> <li>• Experience in developing and implementing transition plans for SEND pupils</li> <li>• Ability to develop strategies for creating community links to enhance SEND provision</li> </ul>

Personal qualities and attributes.

- Strong leadership skills with the ability to support and guide colleagues
- Excellent problem solving and decision-making abilities in relation to SEND provision
- Highly organised and proactive in managing SEN processes and provision
- Strong advocacy skills for children with SEND, ensuring their needs are met
- Approachable, empathetic, and patient
- Flexibility, adaptability, enthusiasm and humour
- Ability to develop positive relationships with a range of stakeholders across the school community i.e. pupils, parents, Trustees and members of the wider community
- Understanding of safeguarding and its importance within an educational setting
- Awareness and understanding of equality and diversity
- Excellent written and oral communication skills.
- Excellent presentation and inter-personal skills.
- Excellent time and task management skills.