



Delapre Primary School
Lead with Purpose and Act with Care

Special Educational Needs & Disabilities Coordinator (SENDco) Job Description

Pay: In line with Teacher's Pay Scale + SEND TLR Allowance

Main Purpose of the Role

This is an exciting time to join the inclusion team at Delapre Primary School. We are looking forward to welcoming a passionate, skilled and enthusiastic SENCO who is eager to make a significant difference to children and families across our large school community. As we develop our SEND provision, this role provides an exciting opportunity to build on existing strengths, shape tailored provision and work alongside committed colleagues to help every child **Belong, Grow and Achieve**. Guided by our ethos, **Lead with Purpose and Act with Care**, we welcome someone who shares our ambition for inclusive education and brings warmth, expertise and fresh ideas to our team.

The postholder will act as the school's designated SENCO, coordinate SEND provision across the school and develop specialist and flexible teaching provision. They will promote ambitious, individualised teaching, reliable assessment and meaningful participation in school life, reporting to the Assistant Headteacher for inclusion.

Why Delapre Primary School?

At Delapre Primary School, we are proud to be a vibrant, high-performing community where excellence is expected and every child is valued. Our staff team is passionate, dedicated, and united in creating an environment where students thrive academically, socially, and personally. As we continue to build on our strong standards and successes, we are seeking committed professionals who share our values and who are ready to make a meaningful impact. If you are inspired by purposeful leadership and champion nurturing, inclusive practice for all learners, we would love to welcome you to our community.

This job description will be reviewed on an annual basis.

Principal Accountabilities

Whole School Organisation and Strategy

- Lead the day-to-day operation of SEND policy and the graduated approach of assess, plan, do and review, supporting early identification and effective provision across the school.
- Apply the SEND Code of Practice and relevant statutory guidance; advise leaders and staff on reasonable adjustments, accessibility and inclusive practice.



- Coordinate SEN support, education, health and care plan processes, annual reviews, professional advice and transitions; monitor delivery of specified provision and escalate gaps promptly.
- Maintain accurate SEND records and provision maps with the SEND administrator; create and contribute to the SEN information report and accessibility planning.
- Support teachers to retain responsibility for the learning and progress of pupils with vulnerable characteristics, including SEND, EAL, PP etc., including when teaching takes place within the provision.
- Has the necessary skillset to teach a whole class, group or individual pupil and to provide planned or short-notice class cover across the school, as directed by the Headteacher or a delegated senior leader. When undertaking these duties, they will assume the appropriate teaching responsibilities, including preparing and delivering lessons, assessing learning, managing behaviour, safeguarding pupils and providing feedback and handover to the usual class teacher. They will follow the school's curriculum, policies and agreed routines, adapting teaching to meet pupils' needs.

Curriculum teaching and assessment

Specialist and flexible teaching provision

- Lead a rigorous review of the current provision's curriculum, teaching and assessment, identifying strengths, gaps and priorities for improvement.
- Have the skillset to review, design and improve curriculum and assessment for all age and stage of pupils.
- Develop tangible progress points/ trackers to ensure the development of all pupils can be monitored.
- Develop coherent, sequenced curriculum pathways matched to pupils' starting points, communication, cognition, physical and sensory needs, independence and social and emotional development.
- Translate assessed needs, EHCP outcomes and specialist advice into precise individual teaching priorities, with clear approaches, success criteria and review dates.
- Develop a planned flexible teaching offer for pupils who need smaller-group teaching alongside mainstream classroom learning. Agree entry, review and transition arrangements with staff, families and leaders.
- Advise on future provision capacity and groupings using evidence of pupil needs, curriculum compatibility, staffing, environment and resources.
- Ensure pupils receive purposeful education throughout their timetable, with access to a broad and balanced curriculum adapted to their needs.



Teaching & Learning

- Model exemplary teaching through planned direct teaching, demonstration lessons, co-teaching and coaching; establish high expectations alongside sensitive, responsive support.
- Use knowledge of how pupils learn, including cognitive load, working memory, retrieval practice and long-term memory, to sequence learning and adapt explanations, practice and assessment.
- Select accessible approaches to retrieval, repetition and generalisation, taking account of communication, developmental level and individual learning profiles.
- Support teachers and teaching assistants to use explicit instruction, appropriate scaffolding, communication supports and effective feedback, and to build independence.
- Monitor agreed SEND practice, give constructive feedback, coach colleagues and follow up actions. Recognise existing strengths and introduce improvements sensitively, considering staff workload and wellbeing. Refer concerns requiring formal action to the appropriate senior leader.

Participation partnerships and professional duties

Classroom participation and pupil support

- Develop individual plans for supported participation and reintegration into mainstream learning, with a defined purpose, adjustments, adult responsibilities and review arrangements.
- Work with class teachers to identify successful opportunities for learning and relationships with peers; evaluate engagement, wellbeing, independence and learning alongside time spent in class.
- Support classes and other leaders when pupils need additional help, using calm, respectful approaches and agreed escalation procedures.
- Help staff understand barriers underlying distress, avoidance or refusal; develop proactive support plans with pupils, families and relevant professionals.
- Review patterns in incidents and responses, strengthening staff practice and reducing repeated reliance on senior leaders while escalating safeguarding or safety concerns appropriately.

Partnerships and leadership

- Build positive, proactive relationships with parents and carers; listen carefully, communicate sensitively and agree shared actions. Handle disagreement and difficult conversations calmly and constructively, maintaining clear expectations and seeking appropriate support.
- Advocate for each child's needs, rights and aspirations while representing the school professionally and explaining decisions openly.



- Demonstrate an open-minded approach and a willingness to engage with current research, professional reading, and best practice.
- Draw upon expertise internally and externally, establishing and maintaining constructive contacts with colleagues, the local authority, educational psychologists, therapists, specialist settings and other partners to enhance the SEND offer and inclusion for all pupils. Coordinate contributions and follow up agreed actions.
- Lead by example, work with and assist SLT, and undertake appropriate delegated responsibilities. Contribute to the SEND priorities in the School Development Plan, agreeing practical actions, milestones and measures of impact with the Assistant Headteacher for inclusion.
- Coordinate and support allocated staff, advise SLT on deployment and resources, and evaluate the impact of interventions and support. Undertake line-management or appraisal responsibilities only where specifically delegated and supported through the school's procedures.
- Develop proposals for Forest School and localised alternative provision, anticipating emerging needs and drawing on internal and external expertise. Agree plans, resources and responsibilities with SLT, coordinate approved developments and evaluate their impact on learning and inclusion.

Safeguarding and professional responsibilities

- Safeguard and promote the welfare of children; read and apply the current Keeping Children Safe in Education guidance and follow the school's safeguarding and child protection procedures. Report concerns promptly to the designated safeguarding lead or through the required alternative route.
- Recognise additional safeguarding vulnerabilities and communication barriers affecting pupils with SEND; ensure pupil voice is heard through accessible methods.
- Adhere to all school policies and procedures, the staff code of conduct and the Teachers' Standards; maintain appropriate boundaries, confidentiality and secure handling of information.
- Promote equality, dignity and respect; challenge discrimination and maintain a safe environment, following health and safety, behaviour and any authorised physical intervention procedures.
- Participate in appraisal, professional development and required training. Complete the mandatory SENCO qualification within the applicable statutory timescale where required, with school support.
- Undertake other reasonable duties appropriate to the role, status and contractual arrangements as directed by the Headteacher.

This job description will be reviewed annually with the postholder. Significant changes to responsibilities will be discussed through the school's agreed procedures



Person specification

Essential criteria are required for appointment. Desirable criteria strengthen an application but are not prerequisites. Evidence will be considered through the application, interview, professional task or teaching activity, references and qualification checks, as appropriate. Candidates should provide specific examples of their contribution and its impact.

Safer recruitment

The school reserves the right to close applications and end the recruitment process early, including making an appointment before the advertised closing date. Early applications are encouraged.

Delapre Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Appointment is subject to satisfactory references and the required pre-employment checks, including an enhanced DBS check with children's barred list information for this regulated activity role, verification of qualifications and teaching status, prohibition checks and right-to-work checks, with further checks as applicable.

Qualifications and professional development

Criterion	Requirement
Qualified Teacher Status recognised in England.	Essential
If not already meeting the mandatory SENCO qualification requirements, willingness and commitment to complete the SENCO NPQ with school support within the applicable statutory timescale.	Essential
Completed SENCO NPQ or NASENCO recognised under the applicable requirements.	Desirable
Relevant additional SEND, specialist teaching, leadership or forest-school qualification or training.	Desirable

Teaching experience and impact

Criterion	Requirement
A strong record of successful primary teaching, with the ability to model exemplary practice and meet the Teachers' Standards.	Essential
Evidence of positive outcomes for pupils with SEND, showing how assessment, adapted teaching and review improved learning or participation.	Essential
Experience of developing or leading an area of school practice, with evidence of implementation, collaboration and impact.	Essential



Experience of planning differentiated or individualised learning and using assessment to identify precise next steps.	Essential
Experience of teaching pupils with complex needs or working in specialist or resourced provision.	Desirable
Experience as a SENCO, deputy SENCO or inclusion lead, including EHCP processes and multi-agency reviews.	Desirable

Knowledge and professional skills

Criterion	Requirement
Secure knowledge of the SEND Code of Practice, the graduated approach, SEN support and EHCP processes, and the ability to apply this in school.	Essential
Understanding of the four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs. Recognises overlapping and changing needs.	Essential
Understanding of cognitive load theory, working memory, retrieval and long-term memory, and how to adapt teaching for individual pupils.	Essential
Secure knowledge of the primary National Curriculum and relevant EYFS requirements; ability to sequence and adapt learning, interpret assessment and track progress without unnecessary workload.	Essential
Knowledge of safeguarding, equality, reasonable adjustments and professional conduct, including vulnerabilities and communication barriers affecting pupils with SEND.	Essential
Ability to support regulation and respond calmly to distress or behaviour, investigate barriers and help staff develop proactive approaches.	Essential
Knowledge of developmental assessment, PIVOTS or comparable systems, the engagement model and pre-key stage standards.	Desirable
Experience of planning supported classroom participation or reintegration, coaching staff or developing outdoor learning.	Desirable



Leadership relationships and personal qualities

Criterion	Requirement
Personable, approachable and professional, with a respectful manner and the ability to build trust with children and adults.	Essential
Works constructively and proactively with parents, carers and agencies, including during disagreement or difficult conversations. Draws on internal and external expertise and maintains contacts to strengthen SEND and inclusion.	Essential
Advocates effectively for pupils and represents the school with integrity, balancing perspectives and communicating decisions clearly.	Essential
Models the school's values, supports colleagues and seeks their strengths and expertise. Gives constructive feedback, follows up agreed actions and introduces change sensitively, considering workload and wellbeing.	Essential
Takes a forward-thinking approach to projects such as Forest School and localised alternative provision; develops practical proposals, coordinates agreed actions and evaluates impact with SLT.	Essential
Organises competing priorities, maintains accurate records, follows through on actions and uses resources responsibly.	Essential
Shows high expectations, sound judgment, flexibility and a commitment to reflection, professional learning and equitable opportunities.	Essential