



Job Description	
School	Keep Hatch Primary School
Post holder	
Job Title	SENDCo
Employment Status:	Fixed Term Temporary until 31.08.26 with possible extension.
Salary Scale	MPS + SEN allowance
Hours of Work:	0.6 (3 days per week, plus admin support, to include Mondays and Fridays)

Job Purpose

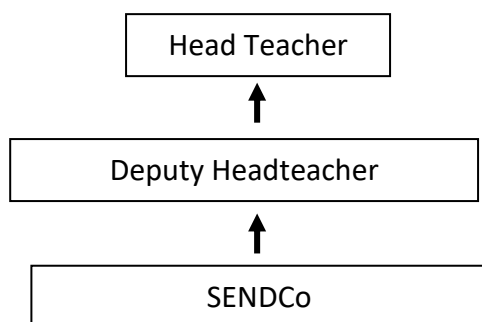
The main focus of this post relates to leading the SEND provision within school to improve the outcomes for pupils with SEN or disabilities. The duties and responsibilities of this post are to be carried out in accordance with the provision of the current School Teachers' Pay and Conditions Document (STPCD).

Skills / Abilities

You must be able to:

- Understand the graduated approach and inclusive classroom strategies
- Interpret EHCPs and translate them into effective provision
- Understand the current SEND legislation and best practices
- Demonstrate excellent interpersonal skills with pupils, families, and professionals
- Be skilled in having difficult conversations with empathy and professionalism
- Build trust with vulnerable pupils and their families
- Have strong written communication for record-keeping, reports, and EHCP contributions

Organisation chart



Summary of main contacts

Teachers
Pupils
Parents
Governors
Other school staff
Trust
Other professionals

Main responsibilities

Strategic Leadership of SEND

- Develop, implement, monitor and maintain SEND policies and practice which reflect the school's commitment to high achievement and within statutory requirements.
- Plan and evaluate work carried out by staff to meet the needs of targeted children and ensure a consistent approach across the school and disseminate outstanding practise.
- Analyse and interpret relevant school, local and national data and use outcomes to inform future developments.
- Undertake SEND evaluation, contributing to continuous improvement in practice and the School Development Plan.
- Ensure that planning and provision for pupils with additional needs is inclusive and enables access to the full curriculum, particularly for the lowest 20% of learners.

Monitoring & Reporting

- Maintain accurate and up-to-date records of pupil needs, interventions, and progress.
- Monitor and evaluate the effectiveness of interventions and support strategies, adapting provision based on pupil progress and need.
- Lead EHCP reviews, provision mapping, and SEND audits.
- Use pupil progress and inclusion data to inform strategic decisions, including evaluating the impact of SEND and wellbeing initiatives. This includes producing the annual SEND report and reporting to governors on progress, outcomes, and areas for development.

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Ensure children with SEND are provided with the appropriate level of support.
- Oversee the day to day operation of the school's SEND policy and understand and use provision from the local offer.
- Manage SEND budget and resources.
- Deliver or broker guidance, support and training to all staff.
- Manage intervention and development of alternative teaching strategies and individual programmes where necessary.
- Track progress of pupils using all available data.
- Monitor progress made in achieving plans and target, and evaluate the impact on the teaching and learning.
- Support the transition of SEND pupils to and from the school

Support for Pupils with SEN or a disability

- Coordinate provision for children with SEND and additional needs.
- Manage development of and teach intervention and alternative teaching strategies and individual programmes where necessary
- Initiate and carry out assessments.
- Prepare referrals and attend meeting with outside agencies.
- Prepare and manage statutory assessment paperwork.
- Liaise with parents, carers and outside agencies.
- Contribute to and prepare ECHP's.
- Administer, organise, attend and chair annual reviews.

Line Management

- To coordinate staff supporting the SEND function

Professional Development

- To keep up to date with current educational issues, regulations pertaining to SEND.
- Take part in training in order to further one's own professional development.
- Take part in the school's appraisal process and where appropriate to take part in the appraisal and professional development of others.

Staff Support

- Provide advice, expertise, and coaching to teachers and support staff on inclusive strategies and behaviour management.
- Work collaboratively with staff to develop their confidence and capacity in supporting pupils with additional needs and managing challenging behaviours.
- Support teachers in identifying and implementing effective strategies that promote engagement, regulation, and progress for all learners.

General

- Lead and participate in regular meetings
- Participate in training and other learning activities and performance development as required
- Contribute to the overall ethos / work aims of the school.
- Establish constructive relationships and communicate with other professionals
- Be prepared to undertake any other duties commensurate with the general level of responsibility of the post, decided by the Headteacher in accordance with the changing needs of the school.

Signed _____

Date _____