FRIERN BARNET SCHOOL

Hemington Avenue, London, N11 3LS

Headteacher: Mr S Horne

SENDCo

Start: April 2027 or sooner
Salary: MPR / UPR (TLR 1) plus SEN allowance
Closes: 9.00 am on Monday 16th November 2026

Friern Barnet School is looking for a dedicated and motivated individual to join our inclusion team as SENDCo. This is an important role combining strategic leadership with responsibility for SEND provision. Our mission is to ensure every child, including those with SEND, is happy, enjoys school and feels a valued part of the school community. We are hugely ambitious academically for our students, but we also want them to live lives which are personally and socially fulfilling.

As SENDCo, you will lead and develop the inclusion provision across the school, ensuring it is inclusive, effective and meets statutory requirements. You will work closely with staff, families and external agencies to remove barriers to learning, improve outcomes and ensure students with additional needs can access a broad, balanced and ambitious curriculum.

This is an opportunity for a passionate and experienced practitioner who believes in the importance of inclusion, has high expectations for every student and wants to make a real difference to young people's lives.

Friern Barnet School provides a comprehensive curriculum whilst maintaining a special emphasis on the creative arts. We offer a comprehensive induction programme and excellent professional development opportunities. We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. The successful candidate will be subject to enhanced clearance through the Disclosure and Barring Service.

Application forms and further information are available to download at www.friern.barnet.sch.uk

SENDCo

Thank you for your interest in this position, which will be a key appointment in the further development of Friern Barnet School.

Enclosed are the following for your information:

- Faculty overview
- Current job description
- Current person specification

On our website you will find an application form and the school prospectus. All of this material will give you a clear impression of Friern Barnet School and its strong learning culture.

As the Head Teacher, I feel very privileged to be leading this fabulous school – a school community that is continuing its exciting journey of working together successfully to ensure that all students, whatever their ability, make excellent progress and enjoy and excel in everything they do.

The Governors and I look forward to receiving your application. Please note the closing date is 9.00 am on Monday 16th November although we reserve the right to interview suitably qualified and talented candidates in advance of the deadline.

Yours sincerely

Simon Horne
Head Teacher

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About our inclusion team

At Friern Barnet School we are incredibly proud to be an inclusive community school that welcomes a diverse comprehensive intake. We have an excellent reputation for special educational needs provision which we strive to uphold. We are passionate about, and committed to, our work to support students with a broad range of special educational needs, including Downs Syndrome; ASC; ADHD and SEMH. As well as the support offered to SEND students within the mainstream school, the school also has an additionally resourced provision (ARP) that supports students with significant cognition and learning needs.

The inclusion team is led by the SENDCo who is supported by an Assistant SENDCo and a SEND administrator. The Director of the ARP is also a qualified SENDCo who leads on this provision and is line managed by the whole school SENDCo.

Teaching Assistants are highly valued professionals at Friern Barnet School and the school works hard to train, develop and support them in their roles. The quality and professionalism of staff in the department is reflected in the high regard that their teaching colleagues hold them in. Teaching Assistants at Friern Barnet School work primarily providing in class support in our ARP (Additionally Resourced Provision) for students with cognition and learning needs.

Purpose of role

- Provide strategic leadership for SEND, ensuring provision is inclusive, effective and meets statutory requirements.
- Identify and remove barriers to learning so that students with additional needs can achieve their full potential.
- Lead, manage and effectively deploy staff and resources within the inclusion provision, providing clear direction, support and challenge to help colleagues develop and succeed.
- Ensure that staff are provided with relevant information and training relating to the support of students with SEND.
- Work in partnership with staff, families and external agencies to improve provision and outcomes.
- Monitor and evaluate the impact of SEND provision, using evidence and outcomes to identify areas for improvement.
- Promote an inclusive school environment where every student feels supported, valued and able to thrive.
- To ensure that the statutory requirements and outcomes are observed in accordance with the SEND Code of Practice for all SEND students
- To advise the Head Teacher and Governors on the statutory responsibilities laid out in the SEND Code of Practice.

Key responsibilities

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document.

- To ensure that there is a strategic overview of the school's inclusion provision which maximises the potential for students with SEND.
- To lead and manage the inclusion team, including the Director of the ARP, ensuring effective deployment and accountability of staff.
- To lead on the development and implementation of inclusive practice throughout the school, delivering appropriate training as required.
- To monitor and evaluate the quality of teaching of students with SEND.
- To liaise effectively with staff across the school, including pastoral, attendance and behaviour support teams, to ensure high-quality provision for students with SEND.
- To lead on the delivery of a comprehensive programme of targeted interventions for SEND students and to monitor and evaluate the effectiveness of these interventions.
- To maintain an accurate SEND register and provision map, ensure provision meets the needs of students and statutory requirements at all times, including overseeing the identification and review of students with SEND.
- To ensure that Education and Health Care Plans (EHCPs) and Individual Support Plans (ISPs) are regularly reviewed with students, parents and other agencies and that recommendations made are implemented.
- To ensure that exam concessions for students with SEND are implemented.
- To monitor, analyse and report on assessment information and examination results for students with SEND to ensure that they make excellent progress.
- To ensure that the Senior Leadership Team and Governing Body are informed about current good practice and legislation relating to inclusion and that policies and practices relating to inclusion are up to date.
- To lead and manage the transition of SEND students from Years 6 to 7 and 11 to 12, including the induction of Year 7 students with SEND.
- To liaise effectively with primary providers and Post 16 providers to ensure informed and smooth transition for learners with SEND and their parents/carers.

PERSON SPECIFICATION

	Essential or Desirable	How measured? Application/ Interview / Reference
Qualifications		
Qualified teacher with proven ability in teaching children with special educational needs	**E**	**A/I**
Honours degree	**E**	**A**
NPQ for SENDCOs/ NASENCO qualification	**E**	**A**
A willingness to undertake further, relevant training and to pass those skills on to other members of staff, as appropriate	**E**	**I**
Experience		
An excellent classroom teacher with experience of achieving good outcomes for all students including those with SEND needs	**E**	**A/I/R**
Experience of leading and managing SEND provision in a school	**E**	**A/I/R**
Experience of conducting training/leading INSET	**E**	**A/I**
Experience of effectively line managing others	**E**	**A/I/R**
Knowledge and skills		
The ability to lead SEND provision strategically, ensuring high-quality support and compliance with statutory requirements.	**E**	**A/I/R**
Sound knowledge of the SEND Code of Practice	**E**	**A / I**
Up to date understanding of current research into SEND teaching, learning and support		**A/I**
Enthusiasm and passion for teaching	**E**	**A / I / R**
Knowledge and understanding of a range of quality first teaching strategies and how to use and adapt them to meet learners' needs	**E**	**A/I**
Ability to effectively plan and evaluate interventions	**E**	**A/ I / R**
Data analysis skills, and ability to use data to inform provision planning	**E**	**I**
Excellent IT skills	**E**	**A/I**
Committed to the safeguarding of students with a good understanding of recent legislation and good practice	**E**	**I / R**
Understanding of and commitment to the principles of equality, inclusion and diversity	**E**	**A/I**
The ability to teach another subject, if required, at KS3	**D**	**A/I/R**
Personal attributes		

Excellent communication and relationship-building skills, with the ability to work effectively with staff, families and external professionals.	**E**	**A/I/R**
Confident communicator, communicating effectively and concisely both in written and verbal form to a variety of audiences	**E**	**A / I**
A willingness to work collaboratively with others in a team	**E**	**I / R**
An ability to set high standards and to provide a positive role model for students and staff	**E**	**A / I / R**
A desire to pursue own professional development and to support that of colleagues	**E**	**A / I / R**
An ability to work under pressure and prioritise effectively	**E**	**A/I/R**
A genuine belief that every young person deserves the opportunity to succeed, whatever their individual needs or circumstances.	**E**	**A/I/R**