



## Special Educational Needs and Disabilities Coordinator (SENDCo) Appendix to Classroom Teacher Job Description and Person Specification

<b>Job Title</b>	<b>Special Educational Needs and Disabilities Coordinator (SENDCo)</b>
<b>Location</b>	<b>Bure Valley School, John of Gaunt Infant and Nursery School and John Bear's Nursery (all part of Aylsham Learning Federation)</b>
<b>Grade</b>	<b>MPR/UPR plus TLR2 allowance</b>
<b>Responsible to</b>	<b>Deputy Headteacher / Headteacher</b>
<b>Responsible for</b>	<b>Assistant SENCo, Learning Support Assistants</b>
<b>Effective Date</b>	<b>1 September 2026</b>

### Principle accountabilities

#### Main Purpose

The SENDCo provides strategic leadership for SEND across the primary phase, ensuring that all children with additional needs receive high-quality, inclusive provision. You will provide hands-on mentoring, ensuring that every teacher is empowered to be a "teacher of SEND."

The SENDCo is also the Designated Teacher for Looked After and Previously Looked After Children, ensuring statutory responsibilities are met and that these pupils receive the support, advocacy, and monitoring required to achieve positive outcomes.

The SENDCo will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document. The SENDCo will teach as required, modelling whole school teaching of SEND in the classroom.

The SENDCo works closely with the headteacher, deputy headteacher, class teachers, support staff, families, carers, social workers, Virtual School staff, and external agencies to remove barriers to learning.

The SENDCo will support the school's leadership teams and attend meetings, where relevant, to continuously drive forward whole school improvements particularly those identified in the school improvement plan.

#### Strategic Leadership of SEND

Lead the whole-school SEND strategy and embed inclusive practice;

Ensure SEND is represented within the School Improvement Plan and SLT discussions;

Champion a distributed leadership model for SEND. This means SEND responsibility is shared across the school:

- Teachers lead on Pupil Passports and APDR cycles
- phase leaders quality-assure provision
- Learning Support Assistants deliver interventions
- Assistant SENDCo manages EHCP paperwork

and the SENDCo focuses on strategy, staff development, complex casework, and quality assurance;

Design and quality-assure the graduated approach (Assess–Plan–Do–Review);

Design and implement whole-school systems that integrate specialist practices into the mainstream environment;

Use data to shape provision and evaluate impact;

Oversee efficient administrative practices (supported by dedicated Assistant SENDCo) to ensure sustainable funding via accurate INDES and Graduated Provision Maps;

Lead accessibility planning and ensure statutory compliance;



Report to governors on SEND outcomes and provision;

Champion pupil and parent voice.

### **Operational Leadership**

Coordinate provision for pupils at SEN Support and those with EHCPs;

Oversee early identification and referrals to specialist services;

Lead person-centered meetings with pupils and families;

Support teachers to create and update Pupil Passports and One-Page Profiles;

Coach teachers and Learning Support Assistants on adaptive teaching and inclusive strategies;

Oversee deployment, training and line management of Learning Support Assistants;

Coordinate transitions (EYFS, KS1, KS2, secondary);

Coordinate access arrangements for assessments;

Work with subject leaders to ensure curriculum planning reflects SEND needs;

Lead ESP provision alongside ESL Lead Teacher.

### **Designated Teacher Responsibilities (LAC and PLAC)**

Ensure all Looked After and Previously Looked After Children receive high-quality pastoral and academic support;

Lead on Personal Education Plans (PEPs), ensuring they are completed on time and reflect pupil needs and aspirations;

Work closely with the Virtual School, social workers, carers, and families;

Monitor attendance, progress, and wellbeing of LAC/PLAC pupils and ensure swift intervention where needed working collaboratively with SLT;

Ensure staff understand the needs of LAC/PLAC pupils and how trauma, attachment, and previous experiences may affect learning;

Ensure funding such as Pupil Premium Plus is used effectively and tracked;

Support transitions for LAC/PLAC pupils, ensuring information is shared promptly and sensitively.

### **Partnership and Collaboration**

Build strong relationships with families and carers;

Work collaboratively with teachers, phase leaders, and subject leads;

Develop partnerships with health, social care, and external professionals;

Contribute to the Local Offer;

Support whole-school training on adaptive teaching and inclusion.

### **Administrative Oversight (working with dedicated Assistant SENDCo)**

Administrative tasks:

- Maintaining the SEND register and provision maps
- Preparing SEN Information Report updates
- Logging parental contacts and APDR cycles
- Collating evidence for EHCP needs assessments
- Scheduling annual reviews and tracking statutory timelines
- Managing filing, data entry, and document circulation

The SENDCo retains oversight and quality assurance.



## Resource Management

Work with leadership to ensure provision is ambitious, well-resourced, and effectively staffed;  
Navigate complex funding landscapes to secure necessary support for high-needs learners.

## Notes

The SENDCo will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

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 postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher (Primary) and Executive Headteacher.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed.

The Federation expects all staff to ensure that their standards of conduct are, at all times, compliant with the NCC Code of Conduct for Employees, the NCC model policy for Behaviour in the Workplace and the school's Code of Conduct.

## Person Specification

This should describe the qualifications, experience, skills and knowledge which are essential to do the job to a fully competent level.

	Essential	Desirable
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful primary teaching experience;</li> <li>Proven track record of high expectations and outcomes for all learners;</li> <li>Experience supporting pupils with SEND;</li> <li>Experience in designing or managing systemic change within a school;</li> <li>Experience working with families and external agencies;</li> <li>Experience contributing to the graduated approach;</li> <li>Experience supporting vulnerable pupils, including those with social care involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Experience working across multiple phases (Nursery to KS2);</li> <li>Experience leading SEND provision or interventions;</li> <li>Experience managing or supporting Learning Support Assistants;</li> <li>Experience in multi-agency meetings or EHCP processes;</li> <li>Experience supporting Looked After or Previously Looked After Children;</li> <li>Experience line managing a team.</li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>Strong knowledge of inclusive pedagogy, graduated approaches and the Universal Offer;</li> <li>Strong understanding of the SEND Code of Practice Knowledge of inclusive and adaptive teaching;</li> <li>Understanding of Ordinarily Available Provision;</li> </ul>	<ul style="list-style-type: none"> <li>Familiarity with INDES and funding bid processes;</li> <li>Knowledge of distributed leadership in SEND;</li> <li>Understanding of assistive technology and access arrangements;</li> <li>Knowledge of Virtual School processes and PEP requirements.</li> </ul>



	<p>Awareness of statutory duties;</p> <p>Understanding of safeguarding and child protection;</p> <p>Understanding of the statutory role of the Designated Teacher for LAC and PLAC;</p> <p>Awareness of trauma, attachment, and the needs of children with care experience.</p>	
<p><b>Qualifications and Training</b></p>	<p>Qualified Teacher Status (QTS);</p> <p>Commitment to completing the National Award for SEN Coordination (NASENCO) if not already held;</p> <p>Evidence of CPD related to SEND, safeguarding, or inclusion.</p>	<p>National Award for SEN Coordination (NASENCO);</p> <p>Evidence of further post-graduate study in SEND/Inclusion;</p> <p>Additional SEND-specific training (autism, SEMH, SALT);</p> <p>Training related to trauma-informed practice or attachment;</p> <p>Coaching or mentoring qualifications.</p>
<p><b>Skills and Abilities</b></p>	<p>Ability to lead strategically, with the ability to translate vision into operational systems;</p> <p>Strong interpersonal and communication skills;</p> <p>Ability to analyse data;</p> <p>Ability to mentor and coach staff through live classroom modelling;</p> <p>Strong organisational skills;</p> <p>Ability to lead and quality-assure PEP processes;</p> <p>Ability to work sensitively with carers, social workers, and Virtual School staff.</p>	<p>Ability to analyse complex data to inform provision mapping;</p> <p>Ability to deliver staff training;</p> <p>Ability to develop SEND monitoring systems;</p> <p>Confidence using SEND software.</p>
<p><b>Leadership and Personal Attributes</b></p>	<p>A "visionary" mindset: passionate about removing barriers to learning;</p> <p>Commitment to inclusion;</p> <p>Reflective and solution-focused;</p> <p>Strong relationships with families and carers;</p> <p>Emotional intelligence and resilience;</p> <p>Ability to advocate for vulnerable pupils, including LAC and PLAC;</p> <p>Commitment to pupil wellbeing.</p>	<p>Ability to contribute to wider school leadership;</p> <p>Experience supporting whole-school culture change.</p>



## General Information

The job description details the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes of the job.

All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and school's policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.

Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## Ethos

"Learning Together for Excellence"

We believe that every child is capable of achieving success and excellence through hard work, focused concentration and regular deliberate practice.

We are a safe, warm and welcoming community that always looks to treat each other with respect.

Our code of conduct of respect for yourself, respect for others, and respect for the environment help our community to thrive.

## Values

We are a member of The Aylsham Cluster Trust - TACT a co-operative trust. We uphold **the co-operative values**:

**Self-help** - we help people to help themselves;

**Self-responsibility** - we take responsibility for, and answer to our actions;

**Democracy** - we give our members a say in the way we run our organisation;

**Equality** - we are genuinely inclusive and pursue success for everyone;

**Equity** - we carry out our work in a way that is fair and unbiased;

**Solidarity** - we share interests and common purposes with our members and other co-operatives.

## Our Ethical Values are:

**Openness** - nobody's perfect, and we won't hide it when we're not;

**Honesty** - we are honest about what we do and the way we do it;

**Social responsibility** - we encourage people to take responsibility for their own community, and work together to improve it;

**Caring for others** - we are a nurturing community that takes care of each other and we regularly support charities and local community groups.