

# Job Description and Person Specification



We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS disclosure, barred list check, eligibility to work in the UK check, proof of identity, childcare disqualification check, qualifications check and living/working overseas check.

## SECTION A: Specific Role Profile

<b>Post Title</b>	Special Education Needs and Disability Co-ordinator (SENDCO)	<b>Post No</b>	
<b>Directorate</b>	Solihull MBC		
<b>Division</b>	Schools Education		
<b>Band and Salary</b>	Main scale (£32,916 - £45,352). Upper pay scale (£47,472 - £51,048) and a TLR 2 will be awarded for the right candidate. Incremental progression is subject to performance. The school does not operate a system of pay portability. Hours across 5 days each week.		
<b>Responsible to</b>	Head teachers and Inclusion Lead		
<b>Location</b>	Greswold Primary School		
<b>DBS Check</b>	Enhanced check for regulated activity for working with Children		
<b>Role Purpose</b>			
<p>The SENDCO, under the direction of the headteachers and in partnership with the full time SENDCO will:</p> <ul style="list-style-type: none"> <li>• Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND or a disability</li> <li>• Provide professional guidance to colleagues, working closely with staff, parents and other agencies</li> <li>• Contribute to the strategic development of special educational needs (SEND) policy and provision in the school</li> <li>• Champion inclusive practice and high-quality teaching for all pupils as the first response to need, ensuring SEND provision is embedded within whole-school practice</li> <li>• Co-lead the school's approach to early identification and intervention for pupils with additional and special educational needs, in line with Solihull's <i>Additional Needs Strategy</i></li> <li>• Ensure provision focuses on measurable outcomes, progress and independence, reducing reliance on statutory processes where needs can be met through effective ordinarily available provision</li> </ul> <p>The SENDCO is expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.</p>			

## **Role Responsibilities**

### **Strategic development of SEND policy and provision**

- Have a strategic overview of provision for pupils with SEND or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND or a disability
- Ensure the SEND policy is put into practice
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- Lead the development of SEND provision in line with Solihull's *Additional Needs Strategy and Strategy for Inclusive Education*
- Promote whole-school ownership of inclusion, ensuring meeting the needs of pupils with SEND is a collective responsibility
- Ensure ordinarily available provision is clearly defined, understood and embedded across Key Stage 2
- Use evidence, data and self-evaluation to demonstrate the impact of SEND provision and contribute to local area SEND improvement activity

### **Operation of the SEND Policy and co-ordination of provision**

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEND or a disability, and advise on the graduated approach to SEND support
- Converse 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 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 SEND or a disability
- Co-ordinate intervention groups for pupils with SEND, and evaluate their effectiveness
- Embed a consistent and proportionate graduated response (Assess–Plan–Do–Review) across the school
- Support staff to use adaptive teaching strategies as part of quality-first teaching
- Monitor the impact and cost-effectiveness of interventions to ensure best value and positive outcomes

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

- Identify a pupil's SEND
- Co-ordinate 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 learning plans and Education, Health and Care plans with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure smooth transition when pupils transfer to another school
- 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, where a looked-after pupil has SEND or a disability
- Promote meaningful co-production with parents, carers and pupils, ensuring their views influence provision and review
- Support families to understand SEND pathways, ordinarily available provision and statutory processes through the Solihull Local Offer

### **Leadership and management**

- Work with the headteacher, Inclusion Lead, SLT and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information required by the governing board
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Share procedural information, such as the school's SEND Policy
- Promote an ethos and culture that supports strong outcomes for pupils with SEND
- Build staff confidence and capacity to meet additional needs through coaching and professional development

### **General duties**

- Contribute to and support the overall ethos, work and aims of the school
- Promote the general progress and well-being of all pupils in the school
- Undertake any other reasonable and relevant duties in accordance with the changing needs of the school, as required by the head teacher
- Participate in regular performance management
- Reflect and evaluate personal teaching performance
- Regularly take part and contribute to school and community events
- Contribute to the school's extra-curricular activities
- Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. including the General Data Protection Regulations
- To attend parents' consultation evenings, staff meetings, PTA events and INSET as reasonably requested.

### **Professional Accountabilities**

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition they are to contribute to the achievement of the school's objectives through:

### **Safeguarding**

- To be committed to safeguarding and promoting the welfare of children and young people.

**Financial Management**

- Personally accountable for delivering services efficiently, within budget and to implement any approved savings and investment allocated to the service area.

**People Management**

- To comply and engage with people management policies and processes

**Equalities**

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

**Health and Safety**

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the School's health and safety policy

## Section B: Person Specification

	Essential Criteria	Desirable Criteria	Measured By
<b>Education &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified teacher status <i>[note: this is a requirement under the SEND Code of Practice]</i></li> <li>Degree</li> <li>Commitment to ongoing professional development in SEND leadership and inclusive practice</li> </ul>	<ul style="list-style-type: none"> <li>National Award for SEND Co-ordination, or a willingness to complete it within 3 years of appointment <i>[note: this is a requirement under the SEND Code of Practice]</i></li> </ul>	Application form Documentation
<b>Experience</b>	<ul style="list-style-type: none"> <li>Teaching experience – minimum of 3 years</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo experience</li> </ul>	Application Form Observation References Interview
	<ul style="list-style-type: none"> <li>Experience of working at a whole-school level</li> <li>Involvement in self-evaluation and development planning</li> <li>Experience of leading and/or directing others e.g. support staff</li> </ul>	<ul style="list-style-type: none"> <li>Experience of conducting training/leading INSET</li> <li>Experience of collaborative working with parents and multi-agency professionals</li> </ul>	Application Form Observation Task References Interview
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Sound knowledge of the SEND Code of Practice</li> </ul>	Understanding of outcomes-focused SEND evaluation and accountability	Application Form Interview .
	<ul style="list-style-type: none"> <li>Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> </ul>		Application Form Interview .

<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>Ability to plan and evaluate interventions</li> </ul>	Ability to evaluate SEND provision based on impact, outcomes and sustainability	Application Form Task References Interview
	<ul style="list-style-type: none"> <li>Data analysis skills, and the ability to use data to inform provision planning</li> </ul>		Application Form Observation Task Interview
	<ul style="list-style-type: none"> <li>Effective communication and interpersonal skills</li> </ul>		Application Form Task Observation References Interview
	<ul style="list-style-type: none"> <li>Ability to build effective working relationships</li> </ul>		Application Form Observation References Interview
	<ul style="list-style-type: none"> <li>Ability to delegate</li> </ul>		Application Form Observation Interview
	<ul style="list-style-type: none"> <li>Ability to influence and negotiate</li> </ul>		Application Form Interview Task
	<ul style="list-style-type: none"> <li>Good record-keeping skills</li> </ul>		Application Form References Interview
	<ul style="list-style-type: none"> <li>Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</li> </ul>		Application Form Observation References Interview
	<ul style="list-style-type: none"> <li>Commitment to equal opportunities and securing good outcomes for pupils with SEND or a disability</li> </ul>		Application Form Observation References Interview
	<ul style="list-style-type: none"> <li>Ability to work under pressure and prioritise effectively</li> </ul>		Application Form Observation References Interview Task
	<ul style="list-style-type: none"> <li>Ability to manage and direct others and hold them to account</li> </ul>		Application Form Observation References Interview

	<ul style="list-style-type: none"> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> </ul>		Application Form References Interview Task
<b>Core Behaviours</b>	<b>Excellence</b> - With enthusiasm, you work to deliver a high quality service to meet customer, organisational and personal expectations. You adopt a 'can do' attitude in all of the work you deliver, ensuring it meets the needs of current and potential customers.		Interview
	<b>Simplicity</b> - You actively seek ways to prevent over-complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely, ensuring that the message is understood by all.		Interview
	<b>Trust and Respect</b> -You are aware of your impact on others including confidentiality. You value openness and listen carefully to understand the views of others. You promote the values of diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual trust and respect.		Interview
	<b>Working Together</b> - You work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or the communities we serve.		Interview
	<b>Responsibility</b> - You take ownership for your work and you use your initiative to deliver. You are accountable for your own performance and development and you take responsibility for your actions and decisions.		Interview
	<b>Leadership</b> - Your leadership is demonstrated by delivering outcomes and inspiring your team and individuals to improve and develop within an environment that enables individuals to achieve their potential.		Interview

<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>• A clear understanding of safeguarding, including the prevent agenda, and equal opportunities</li> </ul>		Application Form Interview
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<b>Compiled/Reviewed by</b>	Karen Scott
<b>Date</b>	April 2026

## **Section C: Additional Information**

### **Safeguarding**

Solihull Council is committed to keeping children, young people and adults at risk safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and adults at risk for whom she/he is responsible or comes into contact with.

### **Health and Safety**

Health and safety laws require all employees to help the Council maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others' health and safety and co-operate with any reasonable request to support the Council, managers and other employees, in meeting their health and safety legal responsibilities. Line managers have additional responsibilities to ensure that policies, procedures and safe systems of work are implemented on a daily basis.

All duties and responsibilities must be carried out in line with the Council's Corporate Health and Safety Policy and any local safety procedures.

### **Information Management**

As an employee of the Council, the post holder will be expected to manage information in accordance with standards outlined in the Corporate Records Management and Information Security policies. They will ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of the Data Protection Act 1998.

The post holder will be accountable for ensuring that he/she is aware of relevant Council policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

### **Equal Opportunities**

Solihull Council is committed to equal opportunities and expects all staff and volunteers to recognise and value differences.

### **Solihull Behavioural Framework**

The Council expects all employees to conduct themselves in a way that is consistent with the values and behaviours set out in the Solihull Behavioural Framework.

### **Mobility**

Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the Council they may be required.

### **Variations to Job Descriptions**

Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the Council therefore retains the right to amend job descriptions to reflect changing requirements.