



SENDCo (Special Educational Needs and Disabilities Coordinator) **Heathland School**

Reports to: Headteacher

Contract Type: Maternity Cover

Salary: MPS/UPS (+ SEN Allowance) *Dependent on experience and qualifications*

Role Profile:

Core Purpose

The SENDCo is a key leader within Heathland School, responsible for ensuring the effective implementation of SEND policies and practices across the school. The role involves supporting pupils with additional needs, leading staff development, fostering parent and community partnerships, and liaising with external agencies to ensure the best outcomes for all pupils with SEND. The postholder is expected to positively model excellent leadership practice and the highest professional standards at all times.

Key Responsibilities

Strategic Leadership and Management

- Act as the named SENDCo, ensuring statutory compliance with the SEND Code of Practice.
- Develop and monitor SEND strategies, policies, and provision to support the school's vision for inclusive education.
- Contribute to school improvement planning and report to stakeholders, including governors, on SEND provision.
- Maintain and regularly update the SEND register and ensure accurate records are logged on CPOMS.
- Oversee provision mapping, ensuring the appropriate allocation of resources and interventions.

SEND Support and Monitoring

- Monitor and evaluate individual and group interventions for effectiveness.
- Support teachers with the development of Individual Support Plans (ISPs), ensuring SMART targets align with external advice and school priorities.
- Conduct classroom observations to support teachers in creating an inclusive learning environment.
- Oversee EHCP applications, annual reviews, and funding allocations, ensuring compliance with local authority deadlines.

Parent and Stakeholder Engagement

- Meet with parents to discuss concerns, share progress, and ensure collaboration on ISPs and EHCPs.
- Act as a point of contact for parental concerns and requests for SEND support.
- Write consultation replies for prospective EHCP pupils and liaise with external schools to arrange visits and discuss needs.



Coordination with External Agencies

- Plan and lead termly meetings with agencies such as Educational Psychologists, ASD Advisory Teachers, SALT (both NHS and private), Place2Be, and Children's Sensory Teams.
- Manage referrals for external support, including CAMHS and Harrow Horizons, and ensure permission forms are completed.
- Ensure that external agency advice is embedded into classroom practices and individual plans.

Team Leadership and Training

- Line-manage and appraise teaching assistants, including training, intervention modelling, and scheduling.
- Conduct termly planning meetings with HLTAs to ensure interventions meet pupil needs and align with school priorities.
- Provide regular training for staff on SEND practices, safeguarding, and effective classroom strategies.

Administrative Responsibilities

- Ensure the SEND register, intervention records, and funding data are up-to-date and accessible.
- Complete SENIF funding applications and impact statements for EYFS pupils.
- Oversee the accuracy of EHCP funding spreadsheets in liaison with SENARS.
- Prepare and present SEND reports for Inclusion and Safeguarding Committee meetings.

Other Duties

- Attend SENDCo forums and other professional development opportunities to stay informed on best practices.
- Support the Faculty Leader in planning thematic areas for the Elder Room.
- Lead Literacy Gold monitoring and use dyslexia screening tools where necessary.



Person Specification

Qualifications

Essential

- Degree and Qualified Teacher Status (QTS).
- NASENCo/SENDCo qualification (or working towards it).
- Level 3 safeguarding training.

Desirable

- Advanced degree (e.g., M.A. in Education or Advanced Diploma).
- Accredited courses or extensive SEND training.

Experience

Essential

- Proven success as a class teacher in the primary range.
- Experience in performance and line management, including supporting staff to improve practice.
- Familiarity with SEND assessment, tracking, and target-setting systems.
- Demonstrated ability to liaise with external agencies and write effective referrals.

Desirable

- Experience across more than one key stage or school.
- Successful management of a SEND budget or resources.
- Track record of delivering training to staff or leading teams.

Professional Knowledge and Skills

Essential

- Strong knowledge of the SEND Code of Practice and inclusive teaching strategies.
- Familiarity with safeguarding processes and creating effective learning environments.
- Proficient in ICT, including SEND management systems and provision mapping.

Desirable

- Knowledge of Literacy Gold and dyslexia screening tools.
- Awareness of current national and local SEND initiatives.

Personal Qualities

Essential

- Resilient, well-organized, and diligent in problem-solving.
- Reflective, with the ability to critically analyse practices to drive improvement.
- Skilled in building and maintaining positive relationships with staff, parents, and external professionals.
- Proactive and dynamic in fostering a culture of inclusion and high expectations.

Desirable

- Proven ability to motivate and coach staff.
- Ambitious for school leadership and professional growth.

This job description and person specification outline the core responsibilities and qualities required for the SENDCo role at Heathland School. The successful candidate will embody the school's commitment to inclusion, excellence, and the well-being of all pupils. 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.