

Job Description: SENDCo

Start Date:	September 2026
Responsible to:	Headteacher
Location:	Baden-Powell and St Peter's CE Junior School
Salary:	Main scale or Upper Pay Scale Teacher plus SEN allowance
Hours of work:	25 hours per week, term time (working inset days)
Disclosure Level:	Enhanced Disclosure & Barring Service Check with child barred list check

Main Purpose

The SENDCo, under the direction of the Head teacher and Partnership, will:

- Determine the strategic development of special educational needs and disability (SEND) and Assessment policy and provision in the school
- Be responsible for day-to-day operation of the policies and the co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Whilst this role is non-class based, 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.

Duties and responsibilities

Safeguarding

Coastal Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment.

The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, Enhanced DBS check and satisfactory references.

Strategic development of SEN/ Assessment policy and provision:

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Have a strategic overview of Assessment across the school, monitoring and reviewing provision to ensure effective outcomes for children
- Be part of the school's senior leadership team
- Contribute to school self-evaluation, utilising data to inform decisions
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- 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
- Work with the Partnership to ensure provision is in line with partnership and school values.

Operation of policy and co-ordination of provision:

- Maintain an accurate SEND register and provision map

- Provide guidance to colleagues on teaching pupils with SEND, and advise on the graduated approach to SEND support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of and annually update the provision in the local offer and disability access plan
- Work with early years' professionals, 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
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEND:

- Identify a pupil's SEN using appropriate sources
- 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 education, health and care plan with parents/carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- 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 SEN or a disability

Leadership and management:

- Work with the Head teacher to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the Local Governing Board and Partnership is required to publish
- Contribute to the school improvement plan and whole-school policy
- Produce data reports for the Headteacher and senior team to enable them to make strategic decisions.
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff as appropriate
- Share procedural information, such as policies
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants, conducting appraisals and producing written appraisal reports as appropriate, with clear oversight of their daily practice. This includes coordinating and monitoring support for individuals and groups of children, ensuring deployment is responsive to pupils' dynamic needs and that interactions consistently support learning, inclusion, and wellbeing.

The SENCO 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 SENCO will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Head teacher.

Person Specification **Special Educational Needs Coordinator**

Criteria	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment 	<ul style="list-style-type: none"> • Child Protection Training Level 3
Experience:	<ul style="list-style-type: none"> • Teaching experience in the Primary phase • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET 	<ul style="list-style-type: none"> • Experience of managing substantial change across a subject area or whole school. • Evidence of recent training in whole school leadership and management.
Practical Skills:	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills, and the ability to use data to inform planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills • Strong ICT skills 	
Personal Qualities and Attributes	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils • and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEND • Ability to work under pressure and prioritise effectively • Have a positive attitude to school development • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality 	<ul style="list-style-type: none"> • Experience leading and managing teams to raise standards.
Other Factors	<ul style="list-style-type: none"> • Commitment to Equal Opportunities • Enhanced DBS Check 	

The post holder may be required to travel to other local sites, including other CLP schools.