



## SENDCo Job Description

Post title	SENDCo
<b>Job purpose</b>	<ul style="list-style-type: none"> <li>• To provide strategic leadership for special educational needs and disabilities across the school, ensuring high-quality, inclusive provision and effective support for pupils with SEND.</li> <li>• To work with leaders, teachers, support staff, families and external agencies to secure ambitious outcomes, strong attendance, positive wellbeing and full participation for pupils with SEND.</li> <li>• To lead and monitor the graduated approach, ensuring timely identification of need, effective provision, accurate records and statutory compliance in line with the SEND Code of Practice.</li> <li>• To champion inclusive practice and support staff to deliver adaptive, high-quality teaching so that all pupils can access a broad, balanced and ambitious curriculum.</li> <li>• To contribute to whole-school improvement by strengthening provision, removing barriers to learning and promoting a culture in which every pupil is known, valued and supported to thrive.</li> <li>• To support and promote the ethos and values of the school.</li> </ul>
<b>To whom the postholder reports to</b>	<p><b>The postholder is responsible to:</b></p> <ul style="list-style-type: none"> <li>• The Headteacher</li> </ul> <p>The postholder is expected to work collaboratively with colleagues, pupils, families, governors, the trust where applicable, and external professionals in order to secure a shared understanding of SEND and improve provision, teaching and outcomes across the school.</p>
<b>Duties and responsibilities specific to the post</b>	<ul style="list-style-type: none"> <li>• Lead the strategic development of SEND provision across the school in line with the SEND Code of Practice, the Equality Act 2010 and relevant school, trust and local authority policies.</li> <li>• Oversee the identification of pupils with SEND and ensure that needs are assessed, planned for, implemented and reviewed effectively through the graduated approach.</li> <li>• Support all staff to understand their responsibilities for pupils with SEND and to deliver adaptive, high-quality teaching that enables pupils to access the curriculum and make strong progress.</li> <li>• Monitor the quality and impact of SEND provision through assessment information, provision reviews, classroom visits, work scrutiny, pupil voice and other appropriate quality assurance activities, using findings to inform improvement.</li> <li>• Analyse and interpret school, local and national information relating to pupils with SEND, and advise the headteacher on priorities, staffing, deployment and resource allocation.</li> <li>• Maintain accurate, compliant and up-to-date SEND records, provision maps, statutory documentation and the school's SEND information report, ensuring confidentiality and effective information sharing.</li> <li>• Co-ordinate contributions from teachers, support staff, families, external agencies and other settings to ensure coherent support, smooth transitions and continuity of provision for pupils with SEND.</li> <li>• Lead on the effective implementation and review of support plans and, where relevant, contribute to requests for education, health and care needs assessments, annual reviews and related statutory processes.</li> <li>• Build strong partnerships with parents, carers and pupils so that their views are listened to, respected and reflected in decision-making and provision planning.</li> <li>• Lead, advise on and contribute to professional development for staff to strengthen inclusive classroom practice, targeted intervention and understanding of a wide range of SEND needs.</li> <li>• Support and, where directed, line manage relevant support staff to ensure effective deployment, accountability and professional growth.</li> <li>• Fulfil the responsibilities of Deputy Designated Safeguarding Lead in line with statutory guidance, school policy and appropriate training.</li> </ul>

<b>Generic duties and responsibilities</b>	<p>The postholder will work within the framework of current legislation, statutory guidance and professional standards, including the School Teachers’ Pay and Conditions Document where applicable. In addition, the post is subject to compliance with:</p> <ul style="list-style-type: none"> <li>• The SEND Code of Practice: 0 to 25 years and the Children and Families Act 2014</li> <li>• The Equality Act 2010 and relevant duties relating to inclusion and accessibility</li> <li>• School, trust and academy policies relating to curriculum, assessment, safeguarding, behaviour, attendance and school organisation</li> <li>• Teachers’ Standards and any other professional standards relevant to the post</li> <li>• Statutory safeguarding guidance, including Keeping Children Safe in Education, and the school’s safeguarding and child protection procedures</li> </ul> <p><b>All staff have a responsibility to safeguard and promote the welfare of children and young people and to act in accordance with school policies and statutory guidance at all times.</b></p>
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### SENDCo Person Specification

*Candidates must be able to carry out the duties of the post with reasonable adjustments where appropriate, in accordance with the Equality Act 2010.*

Attributes	Essential Requirements	Desirable Requirements
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• A commitment to complete the mandatory NPQ for SENCOs within the statutory timeframe, if not already held and where applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• A good honours degree.</li> <li>• The NPQ for SENCOs or previous mandatory SENCO qualification already achieved.</li> <li>• Relevant additional qualifications or accredited professional development in SEND, inclusion or leadership.</li> </ul>
<b>Written application</b>	<ul style="list-style-type: none"> <li>• A clear, well-structured and succinct application that demonstrates an understanding of the role, relevant experience, commitment to inclusion and awareness of current educational and SEND priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of thoughtful reflection on leadership, professional development and school improvement.</li> </ul>
<b>Experience and skills</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience in a primary setting.</li> <li>• Experience of working effectively with pupils with a range of SEND and barriers to learning.</li> <li>• Secure knowledge of the SEND Code of Practice, the graduated approach and inclusive classroom practice.</li> <li>• Ability to analyse pupil progress, provision and wider school information in order to evaluate impact and identify priorities.</li> <li>• Strong interpersonal, communication and organisational skills.</li> <li>• Ability to work collaboratively with staff, families, external agencies and other professionals.</li> <li>• A secure understanding of safeguarding responsibilities and the needs of vulnerable pupils.</li> <li>• Ability to support, challenge and develop colleagues in order to improve provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading SEND provision or inclusion across a class, phase or whole school.</li> <li>• Experience of contributing to education, health and care needs assessments, annual reviews and statutory processes.</li> <li>• Experience of line management, coaching or leading professional development.</li> <li>• Knowledge of a range of high-incidence and complex SEND needs and evidence-</li> </ul>

	<ul style="list-style-type: none"> <li>Confidence in maintaining accurate records and using technology to support communication, organisation and learning.</li> </ul>	<p>informed strategies to support them.</p>
	<ul style="list-style-type: none"> <li>Commitment to inclusion, equality of opportunity and the belief that every child can succeed.</li> <li>Ability to model professionalism, integrity and high expectations for all.</li> <li>Commitment to a child-centred approach that promotes academic achievement, wellbeing and belonging.</li> <li>Understanding of the importance of ambitious curriculum access and high-quality learning experiences for pupils with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of contributing positively to whole-school improvement and culture.</li> </ul>
<b>School ethos</b>	<ul style="list-style-type: none"> <li>Commitment to supporting and promoting the school's Christian vision, values and distinctive ethos</li> <li>Ability to uphold a culture in which every child is known, valued and treated with dignity as a unique individual</li> <li>Commitment to inclusion, compassion and service, ensuring that all pupils and families feel a strong sense of belonging</li> <li>Ability to model integrity, respect and high expectations in a way that reflects the school's Christian character</li> <li>Commitment to working in partnership with staff, families, governors, the church and wider community to help pupils flourish academically, socially, emotionally and spiritually.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in, or a good understanding of, a Church of England or other faith-based school context</li> <li>Understanding of how Christian vision and values can shape an inclusive culture, strong relationships and ambitious provision for all pupils</li> <li>Ability to contribute positively to the wider spiritual, moral, social and cultural life of the school</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>Ability to build and sustain positive, respectful relationships with pupils, families, colleagues and external professionals.</li> <li>Commitment to valuing diversity and working with sensitivity, empathy and professionalism.</li> <li>Ability to communicate clearly and work collaboratively in order to secure the best outcomes for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to contribute fully to the wider life of the school community.</li> </ul>

<b>Professional behaviours and personal qualities</b>	<ul style="list-style-type: none"> <li>• A positive, solution-focused and reflective approach to the role.</li> <li>• Ability to remain organised, resilient and calm when managing competing priorities.</li> <li>• Willingness to seek and act on feedback in order to improve practice.</li> <li>• Ability to exercise professional judgement fairly, sensitively and consistently.</li> <li>• Commitment to continuous professional development and evidence-informed practice.</li> <li>• Commitment to upholding the school's values and acting as a positive ambassador for the school.</li> </ul>	<ul style="list-style-type: none"> <li>• A strong commitment to collaborative working and team culture.</li> </ul>
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Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: 05/06/26

Next review date:

Headteacher's signature:

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Date:

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Postholder's signature:

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Date:

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