



JOB DESCRIPTION

SENDCo

JOB PURPOSE	<p>The SENDCo will play a key strategic role in shaping inclusive practice and ensuring ACE delivers a high-quality, sustainable and compliant SEND provision across all pathways by:</p> <ul style="list-style-type: none"> • Providing strategic leadership and oversight of SEND provision, ensuring high-quality, inclusive education and strong outcomes for all pupils. • Leading the identification, assessment and provision for pupils with SEND, ensuring effective intervention and measurable impact. • Ensuring full statutory compliance in line with the SEND Code of Practice. <p>The SENDCo will act as the school’s lead professional for SEND, ensuring a consistent, high-quality and inclusive approach across all areas of provision.</p>
RESPONSIBLE TO:	Headteacher/Senior Leadership Team
WORKING HOURS:	1265 hours per annum in line with the School Teachers’ Pay and Conditions Document.
SALARY GRADE:	MPS – UPS, SEND Minimum Allowance and pension benefits.

PRINCIPAL RESPONSIBILITIES

All teachers are required to fulfil the duties set out in the current School Teachers’ Pay and Conditions Document and have due regard to the Teachers’ Standards. Performance will be assessed against the Teachers’ Standards as part of the appraisal process, in line with the expectations of the role within the school.

STRATEGIC LEADERSHIP

- Lead the development and implementation of SEND strategy across Avenue Centre for Education (ACE), aligned to the school’s vision and three-tier model
- Contribute to whole-school improvement planning, ensuring SEND is embedded across curriculum and pathways, behaviour and safeguarding priorities.
- Advise the Headteacher and Management Committee on SEND provision, statutory duties and emerging needs.
- Report regularly to the Headteacher and Management Committee on SEND outcomes, provision and statutory compliance, providing clear analysis and recommendations.



SEND PROVISION AND OUTCOMES

- Oversee identification, assessment and review processes for pupils with SEND, ensuring early and effective intervention.
- Ensure all pupils with SEND receive high-quality, inclusive education that enables strong progress and positive outcomes.
- Monitor the quality and impact of provision across all pathways, using data and evidence to drive continuous improvement.
- Implement robust quality assurance systems, including provision mapping, learning walks and intervention reviews to evaluate impact.

STATUTORY COMPLIANCE AND EHCPs

- Ensure compliance with statutory responsibilities in line with the SEND Code of Practice.
- Lead the coordination and review of Education, Health and Care Plans (EHCPs), ensuring provision meets identified needs.
- Ensure all statutory timelines for EHCP reviews and processes are met in full.
- Liaise with the Local Authority on statutory processes, including consultations, placements and funding.
- Minimise risk of non-compliance through accurate documentation and proactive case management.
- Maintain accurate, up-to-date and compliant SEND records and documentation.
- Identify, escalate and mitigate risks relating to SEND provision, statutory compliance and safeguarding.

LEADERSHIP OF STAFF AND PRACTICE

- Lead, challenge and develop staff practice to ensure consistently high-quality inclusive teaching and adaptive approaches.
- Support staff in meeting the needs of pupils with SEND, including behaviour, engagement and reintegration strategies.
- Promote a consistent, inclusive approach to SEND across all areas of provision.

PARTNERSHIP WORKING

- Work collaboratively with parents/carers, external agencies and the Local Authority to secure the best outcomes for pupils.
- Act as an advocate for pupils with SEND, ensuring appropriate challenge to internal and external stakeholders where provision is not meeting need.
- Act as the key point of contact for SEND, ensuring clear communication and effective multi-agency working.
- Contribute to outreach and partnership work in line with the school's role within the local inclusion system.

INCLUSION, SAFEGUARDING AND WELLBEING

- Ensure SEND provision supports pupils' safeguarding, wellbeing and personal development.
- Contribute to a positive, inclusive culture that promotes attendance, engagement and successful reintegration to mainstream where appropriate.
- Ensure safeguarding considerations are embedded within SEND provision, particularly for pupils with heightened vulnerability (SEMH, trauma, exclusion risk).

RESOURCES AND PROVISION MANAGEMENT

- Oversee the effective deployment of SEND resources, including staffing, interventions and funding.
- Ensure provision is cost-effective, evidence-based and aligned to pupil needs and school priorities.
- Monitor and evaluate the impact of SEND funding to ensure value for money and alignment with pupil outcomes.

TRANSITIONS AND PATHWAYS

- Contribute to and support transitions and reintegration pathways, including collaboration with mainstream schools, Turnaround and Outreach provision.
- Support the development of personalised pathways in line with school's three-tier model and outreach provision.

ACCOUNTABILITY AND IMPACT

- Accountable for the progress and outcomes of pupils with SEND.
- Accountable for the quality and impact of SEND provision across the school.
- Accountable for statutory compliance and SEND-related safeguarding responsibilities.
- Lead SEND readiness for inspection, ensuring evidence of impact, compliance and provision quality is robust, accessible and aligned to Ofsted expectations
- Contribute to the school's Self-Evaluation (SEF) and School Improvement Plan (SIP) in relation to SEND.

REPORTING AND GOVERNANCE

- Provide termly reports to the Management Committee on SEND provision, outcomes and statutory compliance.
- Ensure the SEND Policy, SEND Information Report and Supporting Pupils with Medical Conditions Policy are reviewed and submitted to the Management Committee for annual approval.
- Ensure the Accessibility Plan is reviewed and submitted to the Management Committee for approval every three years, with annual monitoring of progress.
- Ensure all statutory SEND policies and related documents are published and maintained in line with requirements on the school's website.
- Maintain and regularly update the SEND section of the school website to ensure accuracy and compliance.
- Contribute to statutory returns and Local Authority reporting requirements.
- Support the Management Committee in fulfilling its oversight and governance responsibilities for SEND.

PROFESSIONAL BOUNDARIES

- Maintain high standards of professionalism, demonstrating full regard for the school's ethos, policies and practices, and act as a positive role model, including strong attendance and punctuality.
- Maintain confidentiality at all times in respect of school-related matters.
- Engage in professional development and contribute positively to the wider life of the school.
- Undertake any other reasonable duties as directed.

TEAM WORKING AND COLLABORATION

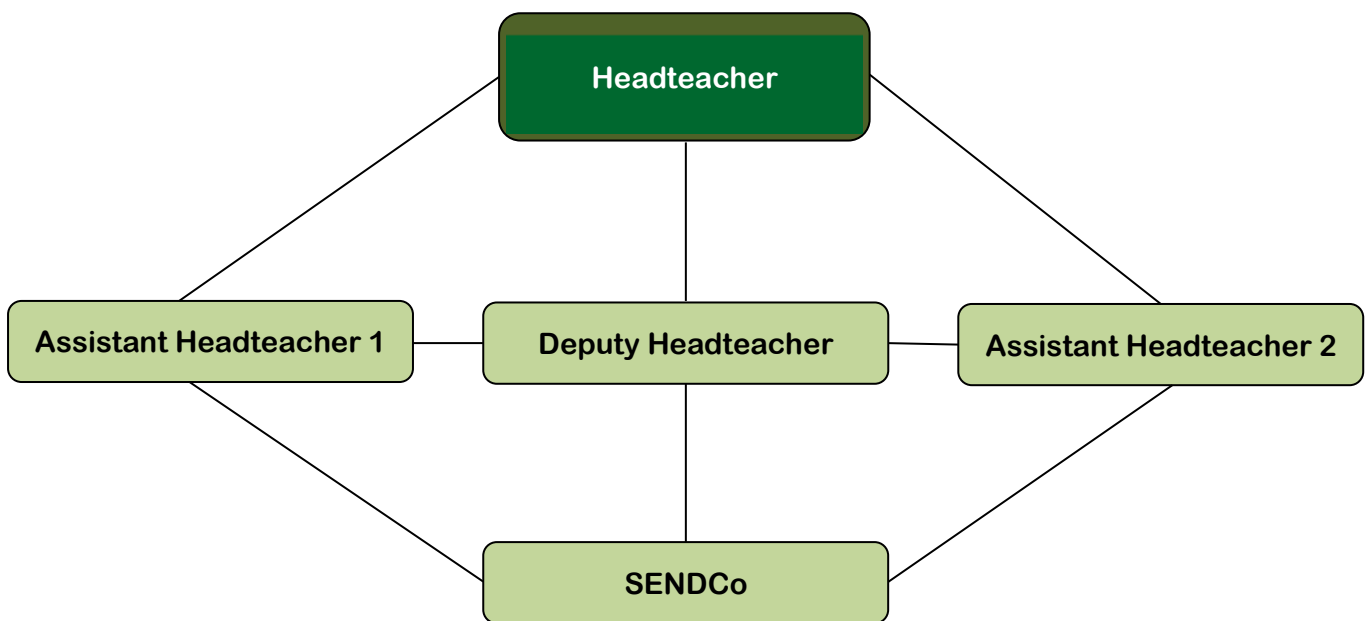
- Participate in meetings and CPD to support pupil outcomes and school priorities.
- Work as part of a multi-disciplinary team, including pastoral, therapeutic and external professionals.

- Fulfil the role of tutor and support pupils' personal development.
- Contribute to the review and development of curriculum, organisational and pastoral provision.
- Provide cover for absent colleagues in line with the School Teachers' Pay and Conditions Document.

WIDER PROFESSIONAL RESPONSIBILITIES

- Work collaboratively with others to develop professional relationships.
- Communicate effectively with parents using School processes as appropriate.
- Communicate and cooperate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the School.
- Monitor and evaluate the quality of teaching and its impact on pupils with SEND across the school.
- Participate in and carry out administrative and organisational tasks within the remit of the current School Teachers Pay and Conditions document.
- Engage in continuous professional development to enhance leadership of SEND provision and improve outcomes.

ORGANISATION CHART



DIMENSIONS:

Supervisory Management: Line management responsibility for teaching assistants and/or intervention staff, including performance management, deployment and professional development.

Physical Effort: The role will involve some lifting and first aid.

Financial/HR Resources: SEND budget.

Physical Resources: Computer, computer systems and other officer equipment, Health and Safety equipment, First Aid Equipment.

Other: N/A

Working Environment: School based.

CONTEXT:

All teachers are part of a whole School team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focusing on the needs of colleagues, parents/carers and students and being flexible in a busy pressurised environment.

SAFEGUARDING

ACE is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (previously CRB).

The Job-holder will ensure that Luton Borough Council's and school's policies are reflected in all aspects of their work, in particular those relating to;

- (i) Safeguarding and Child Protection
- (ii) Equal Opportunities
- (iii) Health and Safety
- (iv) Data Protection Act (2018)

DISCLOSURE & BARRING SERVICE (DBS) AND DISCLOSURE OF CONVICTIONS:

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

It is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates invited to interview will be required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020).

The information you provide will be treated as strictly confidential and will be considered only in relation to the job for which you are shortlisted.

Questions may be asked of anyone who has ever had a criminal history during the recruitment process.

For posts working with children, young people or vulnerable adults, a Disclosure & Barring Service (DBS) check is requested. This check will be cross referenced against the Adults and Children's Barred Lists.

These lists contain details of people deemed unsuitable to work with children or vulnerable adults.

All jobs requiring these checks will be identified on the job description.

Offers of employment will be subject to the receipt of satisfactory checks which will include a check with the Disclosure & Barring Service (DBS). Note, it is an offence to apply, offer or accept any work

with children (paid or unpaid) if disqualified from working with children.

The information provided will be confidential and not passed onto unauthorised persons or organisations. However, we are under a duty to protect public funds, and to this end may use the information you have provided for the prevention and detection of fraud. We may also share this information with other bodies responsible for auditing or administering public funds for these purposes.

ADDITIONAL INFORMATION

The Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

PERSON SPECIFICATION

SENDCo

This acts as selection criteria and gives an outline of the types of person and the characteristics required to Do the job.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria

	Essential Criteria	Desirable Criteria
Education and Training	<ul style="list-style-type: none"> ● Qualified Teacher Status (QTS). ● Degree or equivalent. ● National Award for SEND Coordination qualified. ● Evidence of on-going CPD. ● Secure knowledge of safeguarding and child protection issues. 	<ul style="list-style-type: none"> ● Leadership or management training. ● DSL or advanced safeguarding training.
Relevant Experience	<ul style="list-style-type: none"> ● Experience of leading or influencing whole-school SEND provision or practice. ● Experience of teaching pupils across Key Stages 3 and 4. ● Experience of supporting pupils with SEND and/or SEMH needs with positive outcomes. ● Experience working with pupils with complex vulnerabilities. ● Experience of EHCP processes, annual reviews and statutory compliance. ● Experience of planning, assessing and reviewing provision for pupils with additional needs. ● Experience of working collaboratively with staff, families and external agencies. ● Experience of using data to monitor progress and inform provision. ● Experience of supporting pupil reintegration, transition or alternative provision pathways, including working towards successful placement outcomes. ● Experience of contributing to governance processes, including reporting to governors or supporting statutory compliance. 	<ul style="list-style-type: none"> ● Experience within a pupil referral unit, alternative provision or specialist setting ● Experience of supporting reintegration, transitions or outreach work
Skills and Abilities	<ul style="list-style-type: none"> ● Ability to lead strategic improvement and implement change across a complex provision. ● Ability to influence senior leaders and drive whole-school change. ● Ability to lead, coordinate and evaluate SEND provision effectively. ● Ability to analyse data and use it to drive improvement and pupil outcomes. ● Ability to support and develop staff in inclusive and adaptive teaching practice. 	<ul style="list-style-type: none"> ● Experience of delivering staff training or leading CPD. ● Experience of implementing therapeutic, trauma-informed or relational approaches. ● Strong IT skills to support assessment, tracking and communication.

	Essential Criteria	Desirable Criteria
	<ul style="list-style-type: none"> ● Strong communication skills with a range of stakeholders. ● Ability to build positive relationships with pupils, including those with complex needs. ● Ability to work effectively as part of a multi-disciplinary team. ● Ability to promote engagement, attendance and positive behaviour. ● Ability to prepare and present clear, analytical reports to senior leaders and the Management Committee. ● Ability to monitor compliance and ensure accuracy of statutory documentation and website information. 	
Equality Issues	<ul style="list-style-type: none"> ● Committed to equality, diversity, inclusive and safeguarding in education. ● Ability to work sensitively with pupils and families from diverse backgrounds. ● Ability to recognise and challenge discrimination appropriately. 	<ul style="list-style-type: none"> ● Experience supporting pupils with complex social, cultural or economic barriers.
Specialist Knowledge	<ul style="list-style-type: none"> ● Strong understanding of SEND, SEMH and barriers to learning. ● Knowledge of the SEND Code of Practice. ● Knowledge of effective behaviour strategies, including relational and therapeutic approaches. ● Understanding of safeguarding procedures and responsibilities. ● Understanding of inclusive teaching and adaptive practice. ● Secure understanding of statutory SEND requirements, including policy compliance, publication duties and Local Authority processes. 	<ul style="list-style-type: none"> ● Knowledge of alternative provision, reintegration pathways and outreach models. ● Knowledge of Local Authority processes (e.g. EHCP funding, placement pathways). ● Specialist training (e.g. Team Teach or equivalent).
Personal / Professional Attributes	<ul style="list-style-type: none"> ● Commitment to safeguarding, inclusion and pupil wellbeing. ● Demonstrate high levels of professionalism, communications (including accurate and fluent spoken English), integrity and accountability. ● Demonstrates confidence to challenge, influence and lead change at all levels. ● Strong commitment to improving outcomes for vulnerable pupils. ● Emotional resilience and ability to remain calm under pressure. ● High expectations of pupil behaviour, engagement and achievement. ● Commitment to continuous professional development. ● Flexible and adaptable approach within a developing provision. 	<ul style="list-style-type: none"> ● Experience of contributing to whole-school improvement. ● Ability to lead change and support organisational development.

	Essential Criteria	Desirable Criteria
	<ul style="list-style-type: none"> • Demonstrates a commitment to contributing positively to the wider life and ethos of the school, including effective teamwork and the ongoing development of provision. 	
Other Requirements	<ul style="list-style-type: none"> • Commitment to the ethos and values of Avenue Centre for Education. • Commitment to equality and diversity in the workplace. • Commitment to safeguarding, child protection and promoting the welfare of children. • Flexibility in working arrangements when required. • Willing to undertake training and development activities. • Willingness to adjust working arrangements to suit the changing needs and demands of the School (occasional). 	

The Jobholder will ensure that the school's policies are reflected in all aspects of their work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.