

SENDCo

Job Description

Job Title:	SENDCO & Pastoral support		
Salary:	UPS + SEN allowance	Hours:	1 FTE
Contract Type:	Fixed Term – maternity cover		
Reporting to:	Headteacher		

Main Purpose:

The SENDCo & Pastoral Worker plays a pivotal role in ensuring that all pupils, particularly those with Special Educational Needs and Disabilities (SEND), receive high-quality, inclusive support that enables them to thrive academically, socially, and emotionally. This role is integral to upholding the school's vision of nurturing a caring, inclusive community rooted in Christian values where every pupil is valued and supported to reach their full potential. The postholder will coordinate SEND provision, promote positive behaviour, improve attendance, and work closely with parents and external agencies to remove barriers to learning in an inner-city, diverse, and high-deprivation context.

Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012). Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Duties and responsibilities

SENDCo duties

1	Lead the development, implementation, and monitoring of the SEND provision in line with the SEND Code of Practice and school policies.
2	Maintain and update SEND registers and records, ensuring statutory compliance and effective communication with staff and parents.
3	Coordinate and chair SEND reviews, prepare Education, Health and Care Plans (EHCPs), and liaise with external professionals to secure appropriate support.
4	Provide advice and training to staff on inclusive teaching strategies and differentiation to meet pupils' diverse learning needs.
5	Support pupils with SEND to access the curriculum fully, promoting independence and self-esteem.

Attendance Management

1	Monitor pupil attendance and punctuality, identifying patterns of absence and persistent absenteeism (currently 15% at St Thomas).
2	Liaise with the attendance officer, families, and external agencies to develop and implement strategies that improve attendance and reduce persistent absence.
3	Produce regular attendance reports for senior leadership and governors, recommending targeted interventions where needed.

Behaviour support

1	Promote positive behaviour management strategies aligned with the school's ethos and behaviour policy.
2	Support pupils exhibiting challenging behaviour through bespoke pastoral interventions, mentoring, and behaviour plans.

3	Work collaboratively with staff to create a safe, respectful, and inclusive learning environment.
4	Devise pastoral support plans
Supporting parents and families	
1	Establish strong, trusting relationships with parents and carers, acting as a key point of contact for SEND and pastoral concerns.
2	Provide guidance, support, and signposting to families, including those accessing services through the local church and community.
3	Facilitate parental engagement in their child's learning and wellbeing, including during transition periods.
External Agency links	
1	Build and maintain effective partnerships with external agencies such as Children's Services, health professionals, educational psychologists, and voluntary organisations.
2	Coordinate referrals and multi-agency meetings to ensure cohesive support for pupils.
3	Keep abreast of local and national developments in SEND and pastoral care, integrating best practice into school provision
Leadership and management	
1	Be a Designated Safeguarding Lead (DSL) and be the designated person for Children in Care (CIC) and attend case conferences as necessary.
2	Contribute to aspects of the School Development and Improvement Plan in relation to pastoral care.
3	Work with the Head of School and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
4	Prepare and review information the governing board is required to publish.
5	Contribute to the school improvement plan and whole-school policy
6	Share procedural information, such as the school's SEN policy
7	Monitor safeguarding concerns and under the direction of the Headteacher/Head of School implement policies and strategies.
Whole-School organisation, strategy and development	
1	Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
2	Make a positive contribution to the wider life and ethos of the school
3	Work with others on curriculum and pupil development to secure co-ordinated outcomes
4	Provide cover, in the unforeseen circumstance that another teacher is unable to teach
Health, safety and discipline	
1	Promote the safety and wellbeing of pupils
2	Maintain positive learning behaviours to ensure a good and safe learning environment
Management of staff and resources	
1	Direct and supervise support staff assigned to them, and where appropriate, other teachers
2	Deploy resources delegated to them

Employee responsibilities

- Be committed to the safeguarding and promotion of the welfare of children and young people
- Comply with the policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, equal opportunities, reporting all concerns to an appropriate person
- Take appropriate action to identify, evaluate and minimise any risks to health, safety and security in the school working environment

- Ensure all tasks are carried out with regard to Health and Safety
- Adhere to the overall ethos/work/aims of the school:
 - Promote the agreed vision and aims of the school
 - To set an example of personal integrity and professionalism
- Establish constructive relationships and communication with all staff and other agencies/professional
- Recognise own strengths and areas of expertise and use these to advise and support others
- Participate in training and other learning activities and performance development as required
- Any other duties as commensurate within the grade in order to ensure the smooth running of the school
- To act at all times in a manner appropriate to the seniority of the post.

Supervision received	
Supervising officer's job title:	
Level of Supervision:	1. Regularly supervised with work checked by supervisor 2. Left to work within established subject to scrutiny by supervisor 3. Plan own work to ensure the meeting of defined objectives

Supervision given			
Post title:			
Grade:		No of posts:	

Notes:

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that this postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Executive Headteacher / Head of School.

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

Signed: _____
Name: _____
Date: _____



Person Specification

Criteria	Qualities	Method of assessment
Qualifications	Qualified Teacher status	AF / C
	Degree	AF / C
	National award for SEN co-ordination, or willingness to complete it within 2 years of appointment	AF / C
	GCSE English and Maths (grades A*-C) or equivalent	AF / C
Experience	Teaching experience	AF / I
	Experience of working at a whole school level	AF / I
	Experience of conducting training / leading INSET	AF / I
	Involvement in self-evaluation and development planning	AF / I
Skills and knowledge	An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016	AF / I
	Sound knowledge of the SEND Code of Practice, SEND assessment, and provision planning in a primary school context.	AF / I
	Understanding of what makes 'quality first' teaching, and of effective intervention strategies	AF / I
	Skilled in behaviour management techniques and pastoral care approaches suited to diverse, inner-city pupils with high deprivation and complex needs	AF / I
	Ability to plan and evaluate interventions	I
	Data analysis skills, and the ability to use data to inform provision planning	I
	Effective communication and interpersonal skills	I
	Ability to build effective working relationships	AF / I
	Assess and record the progress of pupils' learning to inform next steps and monitor progress.	AF / I
	Good record-keeping skills	AF / I
	Encourage children in developing self-esteem and respect for others.	AF / I
	Communicate to a range of audiences (verbal, written, using ICT as appropriate).	AF / I / T
Personal qualities	Commitment to promoting the ethos and values of the school and getting the best outcomes for all pupils	I
	Commitment to acting with integrity, honesty, loyalty and fairness to safeguard the assets, financial probity and reputation of the school	I
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	Ability to work under pressure and prioritise effectively	I
	Commitment to maintaining confidentiality at all times	I
	Commitment to safeguarding and welfare of pupils, and equality	AF / I
	Deals with difficult situations effectively	I
	Embraces change well	I
	DBS Clearance	

AF – Application form



C – Certificate
I – Interview
T – Test or exercise
P - Presentation

