

## **JOB DESCRIPTION**

**Position: SENDCO (Special Educational Needs and Disabilities Coordinator)**

**School:** Saracens Bell Lane

**Reporting to:** Vice Principal (Strategic Lead for Inclusion and SEND)

**Salary:** L1 - L5 Leadership Outer London

**Hours:** Full Time (Teacher's Terms and Conditions)

## **PURPOSE OF THE ROLE**

The SENDCO is responsible for leading and coordinating the operational delivery of Special Educational Needs and Disabilities (SEND) provision across the school, ensuring that all pupils with SEND receive high-quality, inclusive education and achieve their full potential.

Working under the strategic direction of the Vice Principal (Strategic Lead for Inclusion and SEND), the SENDCO will oversee statutory processes, provision, assessment, intervention, staff support and partnership working whilst promoting a culture of inclusion where every child is valued and supported.

The SENDCO will ensure the school fulfils its statutory responsibilities under:

- Children and Families Act 2014
- SEND Code of Practice (2015)
- Equality Act 2010
- Keeping Children Safe in Education
- Teachers' Standards
- Local Authority guidance

The SENDCO will work collaboratively with school leaders, teaching staff, parents, governors and external agencies to improve outcomes for children from the Two-Year-Old Provision through to Year 6.

## **REPORTING ARRANGEMENTS**

The SENDCO reports directly to the Vice Principal.

The Vice Principal is the school's Strategic Lead for Inclusion and SEND and has overall responsibility for the strategic direction, vision, quality assurance and development of inclusive practice across the school.

The SENDCO is responsible for the operational implementation of SEND systems, statutory processes and provision.

## **MAIN RESPONSIBILITIES**

Leadership of SEND Provision

The SENDCO will:

- Lead the day-to-day operation of SEND across the school.

- Coordinate high-quality provision for pupils with SEND.
- Maintain an accurate and up-to-date SEND Register.
- Ensure pupils are correctly identified in accordance with the SEND Code of Practice.
- Coordinate graduated responses using Assess–Plan–Do–Review.
- Promote inclusive classroom practice.
- Ensure reasonable adjustments are implemented.
- Support staff to remove barriers to learning.
- Promote ambitious outcomes for all pupils with SEND.
- Monitor the effectiveness of SEND provision.
- Ensure provision reflects current legislation and evidence-informed practice.

### **Statutory Duties**

The SENDCO will:

- Coordinate Education, Health and Care Needs Assessments.
- Lead annual reviews of EHCPs.
- Complete statutory paperwork within required timescales.
- Coordinate requests for assessments.
- Prepare evidence for Local Authority consultations.
- Coordinate transition information.
- Maintain statutory SEND records.
- Ensure Annual Reviews are compliant.
- Maintain Provision Maps.
- Ensure Individual Support Plans are reviewed regularly.
- Ensure parents are involved in decision making.

### **Identification and Assessment**

The SENDCO will:

- Coordinate early identification of pupils with SEND.
- Analyse assessment information.
- Observe pupils within classrooms.
- Complete learning walks relating to SEND.
- Support teachers in identifying barriers to learning.
- Coordinate diagnostic assessments where appropriate.
- Monitor pupil progress.
- Support teachers in adapting teaching.
- Ensure interventions are evidence informed.
- Evaluate intervention impact.

### **Teaching and Learning**

The SENDCO will:

- Promote Quality First Teaching.
- Support teachers in implementing adaptive teaching.

- Advise staff on reasonable adjustments.
- Model effective inclusive practice.
- Support planning for pupils with SEND.
- Ensure curriculum access for all learners.
- Promote independence.
- Support the effective deployment of support staff.
- Encourage pupil voice.
- Promote high aspirations for pupils with SEND.

### **Staff Support and Professional Development**

The SENDCO will:

- Provide advice and guidance to teachers.
- Support Early Career Teachers.
- Deliver SEND training.
- Contribute to whole-school CPD.
- Coach staff in inclusive practice.
- Share current research.
- Support implementation of recommendations from external professionals.
- Monitor classroom implementation.

### **Working with Families**

The SENDCO will:

- Build positive relationships with parents and carers.
- Hold regular review meetings.
- Explain SEND processes clearly.
- Support families through statutory assessment processes.
- Signpost families to support services.
- Work collaboratively with families to agree outcomes.
- Ensure parents are active partners in decision making.

### **Multi-Agency Working**

The SENDCO will:

Liaise effectively with:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- CAMHS
- Social Care
- Health Visitors
- School Nursing Team

- Advisory Teachers
- Specialist Teachers
- Early Years Inclusion Team
- Barnet SEND Services
- Alternative Provision
- Resourced Provisions
- Secondary schools during transition

## **Early Years**

The SENDCO will support provision within:

- Two-Year-Old Provision
- Nursery
- Reception

Including:

- Early identification
- Developmental assessments
- Transition planning
- Family support
- Multi-agency meetings
- Early Years SEND Funding applications
- Inclusion Funding applications

## **Transition**

The SENDCO will coordinate:

- Nursery to Reception transition
- Internal year group transitions
- Primary to Secondary transition
- Enhanced transition programmes
- Visits for vulnerable pupils
- Transfer of SEND records

## **Monitoring and Quality Assurance**

The SENDCO will:

- Monitor classroom practice.
- Undertake learning walks.
- Carry out provision audits.
- Monitor interventions.
- Analyse progress data.
- Review SEND outcomes.
- Evaluate impact of support.

- Report findings to the Vice Principal.
- Contribute to the School Improvement Plan.

## **Record Keeping**

The SENDCO will maintain accurate records including:

- SEND Register
- Provision Maps
- Individual Support Plans (ISP)
- EHCP documentation
- Review paperwork
- Professional reports
- Intervention records
- Parent meeting records
- CPOMS records where appropriate
- Medical information relating to SEND
- Transition documentation

## **Safeguarding**

The SENDCO will:

- Promote safeguarding for vulnerable pupils.
- Deputise the Designated Safeguarding Lead
- Share safeguarding concerns appropriately.
- Record concerns on CPOMS.
- Attend safeguarding meetings when required.
- Work closely with the Designated Safeguarding Lead.
- Recognise additional safeguarding risks affecting pupils with SEND.

## **Resources**

The SENDCO will:

- Monitor SEND resources.
- Organise specialist equipment.
- Maintain intervention resources.
- Advise on purchasing priorities.
- Ensure effective use of available resources.

## **Communication**

The SENDCO will:

- Attend relevant meetings.
- Contribute to staff meetings.
- Prepare reports.
- Liaise professionally with external agencies.
- Communicate effectively with parents.
- Maintain confidentiality.
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## **Professional Responsibilities**

The SENDCO will:

- Maintain Qualified Teacher Status.
- Hold, or be working towards, the National Award for SEN Coordination.
- Engage in professional development.
- Keep up to date with legislation.
- Follow school policies.
- Promote equality and diversity.
- Maintain confidentiality.
- Uphold the Teachers' Standards.
- Support the vision and values of Saracens Bell Lane School and Saracens Multi-Academy Trust.

## **GENERAL RESPONSIBILITIES**

The postholder will:

- Promote the welfare of children and young people.
- Comply with safeguarding procedures.
- Follow Health and Safety regulations.
- Carry out duties with due regard to GDPR.
- Undertake reasonable additional duties commensurate with the post.
- Participate in appraisal.
- Contribute positively to the wider life of the school.

This job description reflects the duties of the post at the time of writing. It is not intended to be exhaustive. The postholder may be required to undertake other duties appropriate to the grade of the post, as directed by the Principal or Vice Principal.

*Saracens Bell Lane Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check, satisfactory references, online checks and all safer recruitment requirements.*

# PERSON SPECIFICATION – SENDCO

| Category              | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Desirable                                                                                                                                                                                                                                                                                                                                                |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications</b> | Qualified Teacher Status (QTS). Degree or equivalent qualification. National Award for SEN Coordination (NASENCO) or willingness to complete within statutory timescales.                                                                                                                                                                                                                                                                                                                                                             | National Professional Qualification (e.g. NPQSL, NPQH). Additional SEND or leadership qualifications. Specialist training in Autism, SEMH, Speech and Language or other areas of SEND.                                                                                                                                                                   |
| <b>Experience</b>     | Successful teaching experience within a primary school. Experience of supporting pupils with SEND across a range of needs. Experience of coordinating provision for pupils with SEND. Experience of working with parents and carers. Experience of liaising with external professionals and agencies. Experience of writing and reviewing Individual Support Plans (ISPs) and contributing to EHCP processes. Experience of analysing pupil progress data to inform provision. Experience of delivering or supporting staff training. | Experience as a SENDCO. Experience across the primary age range, including Early Years. Experience of leading a team. Experience of managing teaching assistants. Experience of leading school improvement initiatives. Experience of preparing documentation for Local Authority panels or tribunals. Experience of managing SEND funding applications. |

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| <b>Knowledge</b>                              | <p>Excellent knowledge of the SEND Code of Practice (2015). Knowledge of the Children and Families Act (2014), Equality Act (2010) and Keeping Children Safe in Education. Understanding of the graduated approach (Assess–Plan–Do–Review). Knowledge of Quality First Teaching and adaptive teaching strategies. Understanding of a wide range of SEND including Autism, ADHD, Speech, Language and Communication Needs, Cognition and Learning, SEMH, Physical and Sensory Needs. Knowledge of statutory assessment and EHCP processes. Understanding of safeguarding responsibilities for vulnerable pupils.</p> | <p>Knowledge of current educational research relating to SEND and inclusion. Knowledge of Barnet Local Authority SEND processes. Knowledge of intervention programmes and assessment tools. Understanding of effective deployment of support staff and evidence-informed interventions.</p> |
| <b>Leadership and Management</b>              | <p>Ability to support the operational leadership of SEND provision. Ability to advise and support teachers in delivering inclusive practice. Ability to monitor provision and evaluate its impact. Ability to prioritise workload and meet statutory deadlines. Commitment to promoting high expectations for all pupils.</p>                                                                                                                                                                                                                                                                                       | <p>Experience of leading whole-school initiatives. Experience of coaching and mentoring staff. Experience of contributing to school development planning and self-evaluation.</p>                                                                                                           |
| <b>Communication and Interpersonal Skills</b> | <p>Excellent verbal and written communication skills. Ability to build positive relationships with pupils, families, colleagues and external professionals. Ability to communicate sensitively and professionally with parents and carers. Ability to produce accurate reports and maintain confidential records.</p>                                                                                                                                                                                                                                                                                               | <p>Experience of presenting to governors, senior leaders or external professionals. Experience of delivering whole-school CPD.</p>                                                                                                                                                          |
| <b>Organisation and Administration</b>        | <p>Excellent organisational skills. Ability to manage competing priorities. Ability to maintain accurate statutory records. Competent use of school management systems and Microsoft Office applications. Attention to detail and accuracy.</p>                                                                                                                                                                                                                                                                                                                                                                     | <p>Experience of using CPOMS, Arbor or similar school systems. Experience of maintaining provision mapping software or SEND management systems.</p>                                                                                                                                         |

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| <b>Personal Qualities</b> | <p>Passionate about inclusion and improving outcomes for children with SEND. Child-centred with high expectations for every learner. Professional, resilient and adaptable. Excellent problem-solving skills. Able to work collaboratively as part of a team. Reflective and committed to continuous professional development. Able to maintain confidentiality and demonstrate integrity at all times. Committed to safeguarding and promoting the welfare of children.</p> | <p>Ability to inspire and motivate others. Willingness to contribute to the wider life of the school and the Saracens Multi-Academy Trust. Commitment to developing future leadership responsibilities.</p> |
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