



JOB DESCRIPTION

JOB TITLE	SENDCo
DEPARTMENT	Inclusion and Learning Support
SECTION	Senior School
LINE MANAGER	Group Director of Inclusion

SAFEGUARDING

Forest School is committed to safeguarding and promoting the welfare of children.

Safeguarding checks will be undertaken on all successful candidates in accordance with School policy. The safeguarding responsibilities of the post can be found in this job description and person specification.

NB The post is exempt from the Rehabilitation of Offenders Act 1974.

The postholder will be required to;

- Complete an Enhanced Disclosure and Barring Check (DBS).
- Two Satisfactory Employment references
- Complete Child Protection Training.
- Promote and safeguard the welfare of all children and young persons they are responsible for, or with whom they come into contact.

JOB SUMMARY:

The Forest School Group includes Snaresbrook Prep, Forest Prep and the Senior School and Sixth Form, with over 1,500 pupils. The Senior School SENDCo leads SEND provision from Year 7 to Year 13, at a time when the number and complexity of pupils' learning needs nationally and locally has grown markedly.

The Group Director of Inclusion sets the strategy, policy framework and shared standards for SEND across the Group and line manages the school-based SENDCos. The Senior School SENDCo leads the day-to-day delivery of provision within that framework, contributes to its development, and works closely with the SENDCos at Forest Prep and Snaresbrook Prep so that pupils move through the Group smoothly.

An expert classroom practitioner, the SENDCo holds overall accountability for the quality, consistency and effectiveness of SEND provision in Years 7 to 13. The postholder is responsible for identifying and addressing gaps in provision, for ensuring statutory and regulatory requirements are met and for creating a culture in which staff take collective responsibility for inclusion. The SENDCo will be confident in constructively challenging colleagues and established practice where this is necessary to improve provision, and recognises when to escalate significant risks, concerns or resource pressures to the Group Director of Inclusion. The postholder works closely with the Head of Senior School and the Senior Leadership Team, Heads of Department and Heads of Year, and has some support from the Group Inclusion Administrator.

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KEY RESPONSIBILITIES:

Leadership of SEND provision

- Lead SEND provision across Years 7 to 13, translating Group strategy and policy into clear, practical systems.
- Produce and implement an annual Senior School SEND development plan, aligned with Group and Senior School priorities.
- Evaluate the impact of provision using tracking data, attendance, pupil voice and qualitative evidence, redesigning or stopping interventions that are not working, and report regularly to the Group Director of Inclusion and the Senior Leadership Team.
- Take an active part in the Group SEND forum, sharing practice, moderating provision and discussing complex cases with the other SENDCos, and bring a secondary perspective to Group-wide policy.

Identification, assessment and provision

- Ensure consistent use of the Assess–Plan–Do–Review cycle, responding to concerns from staff, parents/carers and pupils and overseeing screening and assessment.
- Maintain an accurate, confidential SEND register and ensure every pupil on it has a Pupil Passport/Individual Learning Plan, written with the pupil, that teachers understand and use.
- Oversee provision mapping, intervention timetabling and the deployment of specialist teaching and in-class support.
- Lead EHCP processes, including requests for assessment, Annual Reviews and liaison with local authorities, meeting statutory timescales.
- Ensure provision reflects current evidence on neurodevelopmental profiles, including autism, ADHD, dyslexia and other SpLDs, DLD and co-occurring SEMH needs, with awareness of masking, school-based anxiety and the home–school presentation gap.
- Lead SEND transition at each stage: into Year 7 (with Prep SENDCos and feeder schools), ad-hoc entry at other entry points, 16+ entry to the Sixth Form, and post-18, including university information and Disabled Students' Allowance.
- Contribute to admissions so that learning needs are identified at entry, communicated clearly and considered honestly against what the school can provide. Support the admissions team to ensure all reasonable adjustments are made during assessment days.

Adaptive teaching and staff development

- Model excellent adaptive teaching through your own teaching practice.
- Spend regular time in classrooms through learning walks, observation and work scrutiny, and work with Heads of Department to embed inclusive practice in schemes of work and assessment.
- Plan and deliver CPD on inclusive practice and neurodiversity, aligned with the Group programme, and coach individual colleagues.
- Promote consistent use of assistive technology across the classroom, home and assessments.

Exam Access Arrangements

- Lead Exam Access Arrangements in the Senior School with the Exams Officer and assessors, in full compliance with JCQ and awarding body regulations, including normal way of working evidence, Form 8s and inspection readiness.

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- Ensure arrangements are consistent across lessons, internal assessments and public examinations (including university admissions tests), and explain clearly to pupils and parents/carers how they are decided and reviewed.

Leadership, culture and professional relationships

- Line manage the members of the Senior School Learning Support team, leading their appraisal, supervision and development.
- Build a culture of trust, openness, accountability and professional respect within the Learning Support team and across the Senior School, ensuring colleagues feel able to raise concerns, seek advice and discuss complex cases openly.
- Work collaboratively with colleagues while retaining appropriate professional accountability for SEND provision.
- Communicate expectations clearly and consistently, including where professional practice requires challenge or improvement.
- Allocate caseloads fairly, facilitate discussion of complex cases and build a collaborative, reflective team culture.
- Address concerns about SEND provision promptly, fairly and professionally.
- Challenge practice constructively where necessary, maintaining positive working relationships.
- Contribute to recruitment and manage the Learning Support budget and resources.

Partnership and communication

- Build trust-based relationships with parents/carers, handling sensitive conversations with empathy and clarity.
- Help pupils understand their own learning profiles and advocate appropriately for themselves.
- Work with educational psychologists, speech and language therapists, occupational therapists and CAMHS, ensuring their advice becomes usable classroom strategy.
- Work closely with the DSL and the pastoral, mental health, medical and counselling teams, recognising the overlap between SEND, mental health and safeguarding.

Compliance

- Ensure practice complies with the SEND Code of Practice, the Equality Act 2010 (including reasonable adjustments and the Accessibility Plan), KCSIE, ISI expectations and JCQ regulations.
- Keep SEND records secure and in line with data protection, and stay abreast of national SEND reform and research.

Measures of Success

This non-exhaustive list of measures of success provides an insight into some of the expectations of the role:

- SEND pupils make progress from their starting points in line with, or better than, peers with similar prior attainment at Key Stage 3, GCSE and a Level.
- Needs are identified promptly after a concern is raised or on entry. Every pupil on the SEND register has a current Pupil Passport, reviewed in line with the cycle.
- Learning walks, work scrutiny, pupil voice and other means show Pupil Passport strategies used consistently in lessons. Where they are not, the gap is followed up with Heads of Department/Heads of Year and closed by the next review. Persistent non-compliance is escalated through line management.
- Every intervention has a baseline and an exit measure. Those not showing impact within an agreed period are adapted or stopped.

- Pupils with SEND attend school, take part in co-curricular life and say they feel support, at rates comparable to their peers.
- Pupils can describe their own learning needs and the strategies that help them. Pupil voice shows that pupils and parents/carers understand the provision and feel involved. Concerns are resolved early and rarely escalate to formal complaints.
- All EHCP requests and Annual Reviews meet statutory timescales, and the provision named in EHCPs is delivered. Audits and inspections raise no significant SEND findings.
- Exam Access Arrangements are in place before each relevant assessment and reflect normal way of working. JCQ inspection raises no significant issues.
- Staff surveys and lesson observations show year-on-year growth in teachers' confidence and skill in adaptive teaching.
- Pupils joining at our entry points have provision in place from their first day. Pupils with SEND move on to post-18 destinations that match their aspirations with the necessary support from the School.
- Learning Support staff have regular supervision, manageable caseloads and clear development targets. Retention in the team is strong.

TEACHER - GENERIC DUTIES AND RESPONSIBILITIES

Below sets out the generic main duties and responsibilities of any teacher at Forest School. Those holding positions of responsibility have specific job descriptions in addition to the duties described below. Above all, Forest School teachers are professionals who carry out their duties responsibly and with regard for the best interests of their pupils and the school.

Teaching and Learning

- Plan, prepare and deliver purposeful and productive lessons to assigned classes.
- Be prepared to innovate and devise imaginatively varied ways of teaching their subjects to inspire pupils.
- Encourage pupils and show enthusiasm for their subject in the classroom.
- Mark work and provide feedback according to departmental and School marking policies, giving appropriate feedback, and maintaining records of pupil's progress in their subject.
- Demonstrate an awareness and understanding of Assessment for Learning strategies and personalise the learning of all pupils, as appropriate.
- Select and use a range of different learning resources and teaching styles, appropriate to subject and topic.
- Participate in mutual lesson observations both within and beyond their department as a part of sharing best practice.

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- Use teaching strategies that allow for the full range of ability and learning styles in each class, particularly considering the learning needs of pupils identified as SEND or requiring additional learning support.
- Interface regularly with the Learning Support Department and fully understand pupil needs as expressed in Pupil Passports.
- Research new topic areas and maintain up-to-date subject knowledge.
- Undertake report writing and the award of internal grades as required.

Department

- Carry out any reasonable subject-related duties assigned to them by their Head of Department.
- Attend department meetings and moderation meetings as requested by their Head of Department.
- Contribute to the Department's devising and writing of new subject materials when required.
- Actively support the super-curricular and academic life of your department.
- Make themselves familiar with the contents of their Department Handbook and endeavour to follow closely the guidance and Schemes of Work provided in this document.

Co-Curricular

- Contribute imaginatively to the co-curricular, extra-curricular and sporting programmes of the school as required by the Head of Department and Senior Leadership Team. Be prepared to run or assist with activities beyond lesson times and on Saturdays when required.
- Take part in the outdoor programme of the School in activities ranging from Games to the Duke of Edinburgh's Award and the Combined Cadet Force.

Pastoral Responsibilities

Every staff member at Forest has collective responsibility for our pastoral processes and policies. Forest staff contribute to the development of the whole child and demonstrate consistent competence, build outstanding relationships alongside the highest expectations.

Our pastoral foundations are as follows:

- Ensure every pupil is known, liked and valued.
- Ensure every pupil feels safe and secure.
- Ensure earliest intervention and a responsibility for personal development.
- Ensure you are incorporating pupil voice into daily decision-making.
- Ensure you have proactive communication with all stakeholders.

Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

- Ensure that all key policies have been read and understood, including KCSIE Part 1
- Attend Safeguarding and Child Protection training, including updates and Prevent
- Complete an annual declaration regarding the status of DBS

Health and Safety:

- Be familiar with and implement all School Policies and Procedures.

Other Professional Duties

- Support and foster the aims of the school.
- Make themselves familiar with the contents of the Staff Handbook, the Staff Code of Conduct, the School's aims and policies and endeavour to follow these closely.
- Carry out such duties, including breaktime supervision, cover for absent colleagues and examination invigilation, as are allocated to them by their Head of Department or Senior Teachers, punctually and efficiently.
- Attend staff meetings and briefings, parents' evenings, Commemoration Day, inset sessions and similar important functions both in and out of normal School hours, and participate in Open Days for prospective parents, carers, and pupils.
- Notify their Head of Department and HR as early as possible if they are going to be absent from School and set rigorous, appropriate work.
- Attend relevant training each year, after obtaining the consent of their Head of Department and the CPD Budget holder.
- Take part in the school's performance management scheme and appraisal.

This generic description should be read alongside the following documents:

- Staff Code of Conduct
- Teaching and Learning Policy/Forest Teacher Framework
- Tutor Job Description
- Departmental Handbook(s)

FOREST SCHOOL'S POLICY AND PROCEDURE

The postholder is required to actively follow and abide by all Forest policies and procedures including Equal Opportunities, Staff Code of Conduct, [Safer Recruitment and Child Protection](#), and will maintain an awareness and observation of Fire and Health & Safety Regulations

If during the course of time the duties and responsibilities should change, the job description will be reviewed and amended in consultation with the postholder.

The postholder will carry out any other duties as are within the scope, spirit and purpose of this job description as requested the line manager or Head of Department/Section.