

## Job Description for SENCo Oct 2025

### **SENCo Job Description:**

The SENCo will work as part of the Senior Leadership Team and will be responsible for working with and supporting the Headteacher and Deputy by leading SEND and Inclusion throughout the school. This will involve accepting responsibility for this area.

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher; and the Headteacher will be mindful of their duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually and any changes will be subject to consultation.

### **Core Purpose**

To take a lead in promoting the Mission and Core Values of the school, supporting the Headteacher and Deputy Headteacher in bringing about the best outcomes for pupils by:

- working closely with the other members of the SLT and Governing Body to take responsibility for the day-to-day operation of provision made by the school for pupils with SEND
- providing professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards and progress for all pupils.

### **Strategic direction and development of the school**

- Demonstrating high standards of personal integrity, loyalty, discretion and professionalism.
- Publicly supporting all decisions of the Headteacher and Governing Body.
- Be fully committed to improving standards and taking an active part in school life
- Making an active contribution to continuous school self-evaluation and school improvement

### **Operation of the SEN policy and co-ordination of provision**

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer and advise staff in line with this
- Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)

### **Support for pupils with SEN or a disability**

- Identify pupils' SEN needs
- Co-ordinate provision that meets pupils' SEN needs, and monitor effectiveness of provision
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care (EHC) plan with parents or carers, the pupil and relevant staff and external agencies
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability

### **Planning and Setting Expectations**

- To analyse and interpret relevant national, local and school data plus research and inspection evidence to inform the SEND policy, practices, expectations, targets and teaching methods.
- To work with pupils, subject leaders and class teachers to ensure that realistic expectations of behaviour and achievements are set for pupils with SEND.

### **Teaching and Learning:**

- To identify and disseminate the most effective teaching approaches for pupils with SEND.
- To monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of the pupils with SEND.
- To support the development of improvements in literacy, numeracy and information and communication technology skills, as well as access to wider curriculum.
- To collect and interpret specialist assessment data gathered on pupils and use it to inform practice.
- To devise, implement and evaluate systems for identifying, assessing and reviewing pupils' SEND in relation to the school's SEND policy
- To provide regular information to the Headteacher and Governing Body on the evaluation of the effectiveness of provision for pupils with SEND, inform decision making and policy review.
- To monitor the progress made in setting objectives and targets for pupils with SEND, assist in the evaluation of and the effectiveness of teaching and learning and use the analysis to guide further improvement.

### **Relations With Parents And Wider Community**

- To develop and maintain effective partnerships between parents and the school's staff so as to promote pupils' learning; communicate effectively; and providing information to parents about targets, achievements and progress.
- To develop effective liaison with external agencies in order to provide maximum support for pupils with SEND

### **Managing Own Performance and Development**

- To chair reviews and meetings effectively.
- To judge when to make decisions and when to consult with others, including external agencies.
- To prioritise and manage own time effectively, particularly in relation to balancing the demands made by administrative duties and acting as a resource for colleagues.
- To take responsibility for own professional development.

### **Managing And Developing Staff And Other Adults**

- To encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND.
- To advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to pupils with SEND and provide support and training to trainee and ECTs in relation to pupils with SEND, understanding their needs and importance of raising their achievement.
- To support staff in understanding the learning needs of pupils with SEND and the importance of raising their achievement.
- To ensure the establishment of opportunities for themselves, learning support assistants and other teachers to review the needs, progress and targets of pupils with SEND.
- To support staff by ensuring that all those involved have the information necessary to secure improvements in teaching and learning, disseminating good practice in SEND across the school.
- To line manage Teaching Assistants and conduct their performance management

### **Managing Resources**

- To work with the Headteacher and other members of the Senior Leadership Team to establish staff and resource requirements to meet the needs of pupils with SEND
- To advise the Headteacher, Leadership Team and Governing Body of likely priorities for expenditure and advise with regard to the allocation of resources made available with maximum efficiency to meet the objectives of the school and SEND policies to maximise pupils' achievements and to ensure value for money.
- To advise the Headteacher on the deployment of staff involved in working with pupils with SEND to ensure the most efficient use of teaching and other expertise.
- To ensure a safe working and learning environment in which risks are properly assessed.

### **Accountability**

- Work with the Headteacher to ensure the school's accountability to all stakeholders, particularly parents, carers and governors; ensuring that pupils enjoy and benefit from a high-quality education, promoting collective responsibility within the whole school community.
- Support the school ethos, building effective relationships, enabling everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Provide reports for the Governing Body as required.

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- Reflect on personal contribution to school achievements and take account of feedback from others