



Recruitment  
Information Pack

# Special Educational Needs and Disabilities Coordinator



Start Date: September 2026



## Vision

To be a community that develops personal growth, excellence and achievement for all

## End Goals





Thank you for your interest in the position of Special Educational Needs and Disabilities Coordinator.

Our school has been on a continuous upward trajectory for a number of years. In the summers of 2022 and 2023, our Year 11 cohorts achieved Progress 8 scores putting us in the top 10 in the county. In the summer of 2024, based on student progress, we placed in the top 8.1% of schools nationally.

As a community that develops personal growth, excellence and achievement for all, we are incredibly proud of everything the school has become and what we have achieved in the last few years: our well-rounded young people who have gone on to purposeful and challenging further education, some of the best GCSE results in the county and our recent Ofsted report (February 2026).

The Ofsted report states *“The school is a warm, welcoming community where pupils are respected and well cared for. Pupils flourish academically. Pupils take their learning seriously and relish the challenge of academic study. Classrooms buzz with learning.”* We were delighted to achieve Strong Standard in Leadership & Governance, Curriculum & Teaching and Achievement.

We are hugely proud of our staff who are relentlessly hardworking, supportive of one another and passionately committed to securing the best possible life chances for the young people we serve. At Long Stratton, we adopt an evidence-informed approach to curriculum, assessment and teaching. We recognise that curriculum is a journey and that our work improving the curriculum is never complete. Through our ambitious, knowledge-rich approach to curriculum, we aim to select and sequence knowledge carefully so that students acquire lifelong, memorable knowledge. We adopt a 'no written marking' approach to formative assessment, believing firmly in the power of responsive teaching as the first port of call for providing students with valuable feedback on how to improve. We apply the principles of cognitive science to our approaches to teaching: we teach with memory and overload in mind; we recap content so that students cannot forget; and we encourage metacognitive thinking through planning and live modelling. Through instructional coaching, every member of our teaching community gets regular feedback on their practice and is supported to get a little bit better every day. We are a community that is committed to constantly learning and improving so that we can continue to build a great school together, achieving truly excellent outcomes for our students.

This role is an exciting opportunity for you to join our team, to continue to teach and to support our growing number of students with SEN. It will require huge amounts of perseverance and a constant drive for innovative excellence but will also be incredibly rewarding and will offer exciting progression for the future.

I look forward to receiving your application.

A handwritten signature in black ink, appearing to read 'Alex Lewis'.

Alexander Lewis- Headteacher





## Long Stratton High School Job Description

<b>Name:</b>	
<b>Job Title:</b>	SENDCO
<b>Salary range / job grade:</b>	MPS/UPS & TLR2c (£8,611)
<b>Responsible to:</b>	Leadership Team
<b>Responsible for:</b>	Strategic development of the school's Special Educational Needs (SEN) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN pupil achievement.
<b>Effective Date:</b>	
<b>Working Time:</b>	<ul style="list-style-type: none"> <li>• Be available to teach pupils for 190 days of the school year</li> <li>• Be available for 5 extra days which will be specified by the Trust or Headteacher/Principal</li> <li>• Be available to perform duties as specified by the Headteacher/Principal for 1265 hours in any school year.</li> <li>• The above points will be pro rata for all part time posts</li> <li>• Participate in any reasonable activities of a professional nature as directed by the Headteacher/Principal.</li> </ul>

### **Role and Context**

<b>Duties and responsibilities:</b>	<p><b>Leading and managing</b></p> <ul style="list-style-type: none"> <li>• Put provision in place to ensure that progress of pupils with SEN improves relative to those without SEN.</li> <li>• Ensure that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs.</li> <li>• Provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings.</li> <li>• Support all staff in understanding the needs of SEN pupils.</li> <li>• Support departmental developments of SEN provision.</li> <li>• Lead on the performance management process for SEN support assistants.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Advise on and contribute to the professional development of staff, including whole school INSET provision.</li> <li>• Provide regular information to the Headteacher and Local Governing Body on the evaluation of SEN provision.</li> </ul> <p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN.</li> <li>• Work with staff to develop effective ways of bridging barriers to learning through: <ul style="list-style-type: none"> <li>○ assessment of needs</li> <li>○ monitoring of teaching quality and pupil achievement</li> <li>○ target setting - IEPs, or Provision Maps, PSP etc.</li> <li>○ keeping accurate records.</li> </ul> </li> <li>• Collect and interpret specialist assessment data to inform practice.</li> <li>• Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies.</li> <li>• Work with all stakeholders to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.</li> </ul> <p><b>Effective deployment of staff and resources</b></p> <ul style="list-style-type: none"> <li>• Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.</li> <li>• Advise the head teacher and governing body of priorities for deployment of staff and utilise resources with maximum efficiency.</li> <li>• Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies.</li> <li>• Work with external agencies to maximise resources made available.</li> </ul> <p><b>Other professional requirements</b></p> <ul style="list-style-type: none"> <li>• Co-ordinate all Annual Reviews and reviews of Individual Education Plans and/or PSPs.</li> <li>• Attend Year 6 Annual Reviews for primary pupils with statements to help facilitate continuity and progression through the development of a transition programme.</li> <li>• Attend SLT meetings after school when requested to do so (minimum of once per half term).</li> <li>• Exercise a key role in assisting the headteacher and governors with the strategic development of SEN policy / provision.</li> <li>• Monitor progress towards targets for pupils with SEN.</li> <li>• Analyse and interpret relevant school, local and national data.</li> </ul>
<b>Relationships</b>	<p>Working closely with:</p> <ul style="list-style-type: none"> <li>• All teaching and non-teaching staff</li> <li>• Pupils</li> <li>• Parents</li> <li>• External agencies</li> </ul>

**General Information:**

- The job specification details the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes for the job.
- All work performed/duties undertaken must be carried out in accordance with relevant school policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.
- Post holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.

**Review:**

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the mean expectations of the school in relation to the post-holder's professional responsibilities and duties.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

**Signature:**

**Date:**

## PERSON SPECIFICATION

	Criteria	Essential	Desirable	Application Form	Certificates	Selection Process	Reference
<b>Qualifications</b>	Qualified teacher status in England and Wales	✓			✓		
	Degree	✓			✓		
	Relevant SEN qualifications		✓		✓		
	A continued commitment to own professional development.	✓		✓			
<b>Skills and Experience</b>	Teaching experience (including training practice) within the designated age range	✓		✓			
	An inspirational teacher with an excellent understanding of practice and current teaching experience of secondary age students at KS3-4.	✓				✓	✓
	Understanding of child-safeguarding issues and successful measures that promote and ensure the safe-guarding of children.	✓				✓	
	Knowledge of current legislation, policies, guidance and developments relating to special educational needs	✓		✓		✓	
	Successful practice in accordance with the specified teaching standards 2013 (as identified below).	✓				✓	✓
	An ability to lead, inspire and motivate others.	✓				✓	
	An ability to manage and encourage the professional development of colleagues.	✓		✓		✓	
	Understanding of the strategies to support SEN pupils to deliver outcomes in line with their peers	✓		✓		✓	
<b>Personal Qualities</b>	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	✓				✓	✓
	Ability to work under pressure and prioritise effectively	✓		✓		✓	✓
	An energetic and enthusiastic presence that commands respect.		✓			✓	
	Integrity, respect for others and a commitment to safeguarding and equality	✓				✓	
	Self-motivated, organised and ambition for self and others		✓			✓	

### Teacher Standards

#### **Sets high expectations and inspires, motivates and challenges all pupils by:**

Establishing a safe and stimulating environment for pupils, rooted in mutual respect.  
 Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.  
 Demonstrating consistently, the positive attitudes, values and behaviour which are expected of pupils.

#### **Promotes good progress and outcomes by pupils by:**

Being accountable for pupils' attainment, progress and outcomes.  
 Being aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.  
 Guiding pupils to reflect on the progress they have made and their emerging needs.  
 Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching.

Encouraging pupils to take a responsible and conscientious attitude to their own work and study.
<b>Demonstrates good subject and curriculum knowledge by:</b>
<p>Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings.</p> <p>Demonstrating a critical understanding of developments in the subject and curriculum areas and promoting the value of scholarship.</p> <p>Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and correct use of standard English, whatever the teacher's specialist subject.</p> <p>If teaching early reading, demonstrating a clear understanding of systematic synthetic phonics.</p> <p>If teaching early mathematics, demonstrating a clear understanding of appropriate teaching strategies.</p>
<b>Plan to teach well-structured lessons by:</b>
<p>Imparting knowledge and developing understanding through effective use of lesson time.</p> <p>Promoting a love of learning and children's intellectual curiosity.</p> <p>Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</p> <p>Reflecting systematically on the effectiveness of lessons and approaches to teaching.</p> <p>Contributing to the design and provision of an engaging curriculum within the relevant subject area(s)</p>
<b>Adapt teaching to respond to the strengths and needs of all pupils by:</b>
<p>Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</p> <p>Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.</p> <p>Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.</p> <p>Having a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.</p>
<b>Make accurate and productive use of assessment by:</b>
<p>Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>Making use of formative and summative assessment to secure pupils' progress.</p> <p>Using relevant data to monitor progress, set targets and plan subsequent lessons.</p> <p>Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.</p>
<b>Manage behaviour effectively to ensure a good and safe learning environment by:</b>
<p>Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.</p> <p>Having high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p> <p>Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p> <p>Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.</p>
<b>Fulfil wider professional responsibilities by:</b>
<p>Making a positive contribution to the wider life and ethos of the school.</p> <p>Developing effective professional relationship with colleagues, knowing how and when to draw on advice and specialist support deploying support staff effectively.</p> <p>Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>Communicating effectively with parents with regard to pupils' achievements and well-being.</p>



Excellent teaching and the strongest relationships are the foundation stones of our school and staff have the highest expectations of our students. There are no limits to what they can achieve when we all (students, staff and families) work in collaboration.

## **Special Educational Needs and Disabilities Coordinator**

Closing Date:

9:00am 11<sup>th</sup> May 2026

Interviews will be conducted as soon as we  
have a strong field.