

SENDCo Job Description

Grade: MPS1-6/UPS1-3 + SEN allowance

Responsible to: Principal

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

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

The job description will be reviewed bi-annually and any changes will be subject to consultation. The academy's Grievance Procedure will also be used to resolve any dispute arising out of the job description.

Main purpose of the post

- Provide strategic leadership and oversight of SEND provision, ensuring high-quality, inclusive education and strong outcomes for all pupils.
- Lead the identification, assessment and provision for pupils with SEND, ensuring effective intervention and measurable impact.
- Ensure full statutory compliance with the SEND Code of Practice.
- To support both SEND and teaching within the academy with the role split as 80% SENDCo and 20% teaching commitment.

Strategic Leadership

- Lead the development and implementation of SEND strategy across the academy.
- Contribute to whole school improvement planning, ensuring SEND is embedded across curriculum, behaviour and safeguarding priorities.
- Advise the Principal and Senior Leadership Team (SLT) on SEND provision, statutory duties and emerging needs.
- Report regularly to the Principal and SLT on SEND outcomes, provision and statutory compliance, providing clear analysis and recommendations.

Send Provision and Outcomes

- Oversee identification, assessment and review processes for pupils with SEND, ensuring early and effective intervention.
- Ensure all pupils with SEND receive high-quality, inclusive education that enables strong progress and positive outcomes.
- Monitor the quality and impact of provision across all pathways, using data and evidence to drive continuous improvement.
- Implement robust quality assurance systems, including provision mapping, learning walks and intervention reviews to evaluate impact.

Statutory Compliance and EHCPs

- Ensure compliance with statutory responsibilities in line with the SEND Code of Practice.
- Lead the co-ordination and review of Education, Health and Care Plans (EHCPs), ensuring provision meets identified needs.
- Ensure all statutory timelines for EHCP reviews and processes are met in full

SENDCo Job Description

- Liaise with the Local Authority on statutory processes, including consultations, placements and funding.
- Minimise risk of non-compliance through accurate documentation and proactive case management.
- Maintain accurate and up-to-date and compliant SEND records and documentation.
- Identify, escalate and mitigate risks relating to SEND provision, statutory compliance and safeguarding.

Leadership of Staff and Practice

- Lead, challenge and develop staff practice to ensure consistently high-quality inclusive teaching and adaptive approaches.
- Support staff in meeting the needs of pupils with SEND, including behaviour, engagement and reintegration strategies.
- Promote a consistent, inclusive approach to SEND across all areas of provision.

Partnership working

- Work collaboratively with parents/carers, external agencies and the Local Authority to secure the best outcomes for pupils.
- Act as an advocate for pupils with SEND, ensuring appropriate challenge to internal and external stakeholders where provision is not meeting need.
- Act as a key point of contact for SEND, ensuring clear communication and effective multi-agency working.
- Contribute to outreach and partnership work in line with the academy's role within the local inclusion system.

Inclusion, Safeguarding and Wellbeing

- Ensure SEND provision supports pupils' safeguarding, wellbeing and personal development.
- Contribute to a positive, inclusive culture that promotes attendance, engagement and successful reintegration to mainstream where appropriate.

Safeguarding

- Fulfil the role of a Deputy Designated Safeguarding Lead (DDSL) working closely with the Designated Safeguarding Lead to ensure behaviour data informs safeguarding decisions and that patterns of risk are identified and addressed proactively.
- Fulfil the role of a DDSL attending related meetings where required.
- Follow all safeguarding procedures in line with Keeping Children Safe in Education (KCSIE) and academy policies.
- Identify and report safeguarding concerns promptly.
- Maintain professional boundaries when working in schools and community settings.
- Ensure safeguarding considerations are embedded within SEND provision, particularly for pupils with heightened vulnerability (SEMH, trauma, exclusion risk).

Resources and Provision Management

- Oversee the effective deployment of SEND resources, including staffing, interventions and funding.
- Ensure provision is cost effective, evidence-based and aligned to pupil needs and academy priorities.
- Monitor and evaluate the impact of SEND funding to ensure value for money and alignment with pupil outcomes.

SENDCo Job Description

Transitions and Pathways

- Contribute to and support transitions and reintegration pathways.
- Support the development of personalised pathways in line with the academy's model and outreach provision.

Accountability and Impact

- Accountable for the progress and outcomes of pupils with SEND
- Accountable for the quality and impact of SEND provision across the academy.
- Accountable for statutory compliance and SEND-related safeguarding responsibilities.
- Lead SEND readiness for inspection, ensuring evidence of impact, compliance and provision quality is robust, accessible and aligned to Ofsted expectations.
- Contribute to the academy's Self-Evaluation (SEF) and School Improvement Plan (SIP) in relation to SEND.

Reporting and Governance

- Provide termly reports to the Principal on SEND provision, outcomes and statutory compliance.
- Ensure the SEND Policy, SEND Information Report and Supporting Pupils with Medical conditions Policy are reviewed and submitted to Governors for annual approval.
- Ensure the Accessibility Plan is reviewed and submitted to Governors for approval every three years, with annual monitoring of progress.
- Ensure all statutory SEND policies and related documents are published and maintained in line with requirements on the academy website.
- Maintain and regularly update the SEND section of the academy website to ensure accuracy and compliance.
- Contribute to statutory returns and Local Authority reporting requirements.
- Support Governors in fulfilling its oversight and governance responsibilities for SEND.

Team Working and Collaboration

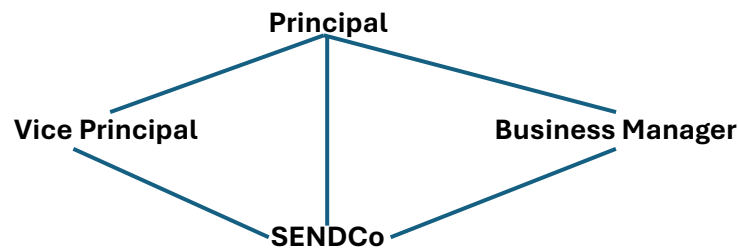
- Participate in meetings and CPD to support pupil outcomes and academy priorities.
- Work as part of a multi-disciplinary team, including pastoral, therapeutic and external professionals.
- Contribute to the review and development of curriculum, organisational and pastoral provision.
- Provide cover for absent colleagues in line with the School Teachers' Pay and Conditions Document.

Wider Professional Responsibilities

- Work collaboratively with others to develop professional relationships.
- Communicate effectively with parents using academy processes as appropriate.
- Communicate and cooperate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the academy.
- Monitor and evaluate the quality of teaching and its impact on pupils with SEND across the academy.
- Participate in and carry out administrative and organisational tasks within the remit of the current School Teachers' Pay and Condition Document.
- Engage in continuous professional development to enhance the leadership of SEND provision and improve outcomes

SENDCo Job Description

Organisation Chart



Dimensions:

Supervisory Management: Line management responsibility for teaching assistants and/or intervention staff, including performance management, deployment and professional development.

Physical Effort: The role will involve some lifting, team teach and first aid.

Financial Resources: SEND budget

Physical Resources: Computer systems and other office equipment, Health & Safety equipment, First Aid equipment.

Working Environment: Academy based.

Context:

All teachers are part of the whole academy team. They are required to support the values and ethos of the academy and academy priorities as defined in the School Improvement Plan. This will mean focusing on the needs of colleagues, parents/carers and pupils and being flexible in a busy pressurised environment