



# JOB DESCRIPTION & PERSON SPECIFICATION

## JOB TITLE: SENDCo

### Job Description

The SENDCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans – from the **Code of Practice 2015**

The SENCO role is both operational and strategic, and relies on effective distributed leadership approaches, working with and through colleagues (in particular, through other school leaders and teachers) as well as with families, the local authority, external agencies, and other education providers to ensure that every pupil identified with SEND attends school regularly and gets an excellent education. The SENCO must also be able to allocate resources strategically, monitor the impact of provision, critically evaluate evidence and advise colleagues. – from the **NPQ framework for special educational needs coordinators**

### JOB PURPOSE

The role will work alongside campus leaders to build a school culture in which students with special education needs and disabilities (SEND) can:

- Participate meaningfully in the full life of the campus
- Achieve ambitious outcomes
- Make successful transitions to their next steps.

Responsible for the coordination of special educational needs (SEND) provision throughout the campus-to increase staff confidence and competence in teaching all students, however personalised the provision needs to be.

To ensure all students can access a full, appropriate and challenging curriculum.

To effectively liaise and coordinate the advice from professional to ensure that the educational needs of children who have complex needs are met, and that they become independent learners and achieve their full potential.

To use professional advice to support educators with regard to the needs of children who have complex and multiple difficulties.



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## DUTIES

### SPECIFIC DUTIES

- Proactively identify the needs of all students and develop detailed provision plans with short and long - term measurable goals.
- Deploy additional adults skilfully in relation to annual student support analysis, setting objectives and assessing for measurable impact.
- Ensure that progress, achievement and impact of interventions is reviewed frequently and communicated to parents and teachers. Using outcomes to inform and drive improvement.
- Ensure that students' needs are fully assessed and understood.
- Ensure that the school carries out its statutory responsibilities regarding all students with an EHCP, undertaking termly reviews for progress against outcomes in collaboration with the RSENDCo and leading termly meetings with parents.
- Support all staff in understanding the needs of SEND students through development and training. Develop a culture where the teacher is the first point of quality, tailored teaching.
- Monitor progress towards targets for students with SEND after each assessment point and report to the Campus Leadership Team.
- Analyse and interpret relevant school, local and national patterns and pointers in weekly meetings with the Campus Principal.
- Ensure professional reports and recommendations are correctly implemented.
- Liaise with staff, parents and external agencies to co-ordinate their contribution, provide maximum support and ensure continuity of provision. Produce action plans from all external reports and review each term as a minimum.
- Ensure that parents are central to decisions about a student, fully informed, involved and updated.
- Provide information for the School Improvement Plan and other whole school documents.
- Make EHCP Applications where necessary, ensuring all provision is in line with the Local Authority requirements, including the overseeing of the timely raising of associated invoices.
- Arrange TAC meetings where necessary.
- Take a strategic lead on all cases with a SEND student involved.
- Meet all deadlines for requested submissions of SEND data for the campus.
- Fully engage with the Career Connections programme to allow identified students to successfully transition into work.
- Provide robust transition plans, co-produced with key stakeholders both within and outside the campus to enable the onboarding of Wonder Years students and those needing extra support as they move between key stages of their education.
- Support with the development and deployment of the campus' annual SEND budget.

### Teaching and Learning

- Set ambitious and appropriate curriculum, goals and provision.
- Use evidence-based practice to tailor the curriculum and learning strategies to the precise needs of the students, with evidence of measurable impact over time.
- Liaise with teaching staff to enable and monitor those students on an Alternative Pathway, ensuring robust monitoring and reporting of progress which informs next steps.



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- Support the identification of, and disseminate the most effective teaching approaches for, individual students with a specific learning difficulty.
- Work with staff to develop effective ways of bridging barriers to learning through: - assessment of needs - monitoring of teaching quality and student achievement - target setting - ILPs, or Provision Maps, - keeping accurate records.
- Collect and interpret specialist assessment data to inform practice.
- Undertake day-to-day co-ordination of SEND students' provisions through close liaison with staff, parents and external agencies.
- Request exam accommodations in a timely way, gathering evidence of normal way of working in assessments and enable the RSENDSCO to support with the process of Access Arrangement applications
- Enable students with additional needs to make expected and better progress against ambitious goals.
- Provide one-to-one tuition in specific areas of Learning Support for students, when necessary, in addition to holding a teaching timetable, where applicable.
  
- Work collaboratively to source and support the appropriate deployment of assistive technology where appropriate.

### **Leading and managing**

- Ensure the SEND Handbook is implemented and consistently adhered to across the campus.
- Ensure that effective systems including Risk Assessment are in place to identify and meet the needs of students with SEND (Special Educational Needs and Disabilities).
- Ensure all required documentation is in place including, but not limited to, the 3-year Accessibility Plan and the SEND Information report.
- Provide professional guidance to staff to secure good teaching for SEND students, through both written guidance and meetings.
- Provide focused training, based on campus Learning Support Profile, to teachers to enable them to meet the needs of their students.
- Lead on the performance management process for Support Assistants.
- Manage the full Access Arrangements cycle for all students requiring such arrangements
- Advise on and contribute to the professional development of staff, including whole school INSET provision.
- Provide regular information to the Campus Principal and CA team on the evaluation of SEND provision.
- Effective deployment of staff and resources.
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEND related policies.
- Gather, analyse and respond to parent feedback to ensure they are fully involved and feel positively listened to.
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- Work with the CP to produce evidence and key priorities for the termly Learning Support Committee and the campus SEND audit.

### **GENERAL DUTIES**

- To perform such other duties as may be requested from time to time, commensurate with the role.



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- Uphold and promulgate the OSG UK ethos within all areas of responsibility.
- Contribute to, share in and promote the wider and longer-term vision of OSG UK and OneSchool.
- To promote equality, diversity and inclusion and demonstrate this within the role, adhering to the OSG UK Equal Opportunity Policy.
- Comply with and support the implementation of all School and OSG UK policies.
- To adhere to Health & Safety Policies and ensure all tasks are carried out with due regard to Health and Safety.
- To work with due regard to confidentiality and the principles of Data Protection, encouraging others to do the same.

### PERSONAL DUTIES

- To set an example of positive personal integrity and professionalism, with positive, appropriate and effective communications and relationships at all levels.
- Ensure high standards are maintained, progressed and promoted in all areas of work.
- To undertake appropriate professional development and positively participate in the appraisal of own performance.
- Communicate and co-operate effectively and positively with specialists from outside agencies where applicable
- Attendance at staff meetings as appropriate.

### SAFEGUARDING

OneSchool Global UK and its affiliated schools are committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks.

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. This is in line with statutory guidance Keeping Children Safe in Education 2020 and The Education Act, we expect all staff and volunteers to share this commitment.

### REPORTING TO

- Reporting to the Campus Principal.
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### SUPPORT FOR THE ROLE

The role is supported by the Regional SENDCo and Regional Director of Student Support.



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OneSchool Global UK provides a range of support services in areas such as ICT, recruitment, HR, policies, resources and compliance.

### ISSUED BY

OneSchool Global UK

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### Person Specification

Specification	Essential	Desirable
<b>Experience and Knowledge</b>	<ul style="list-style-type: none"> <li>Experience of working with children with a wide range of SEND.</li> <li>Have experience of working successfully and co-operating as a member of a team.</li> <li>Have experience of training other staff and/or introducing SEND initiatives.</li> <li>Have experience of working alongside teachers in the development of teaching and learning.</li> <li>Have experience of setting targets and monitoring, evaluating and recording progress.</li> </ul> <p>The SENDCO will have the knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>The statutory legislation concerning Safeguarding including Child Protection, Equal Opportunities, Health and Safety, and SEND.</li> <li>The theory and practice of providing effectively for the individual needs of all children e.g. Classroom organisation, learning strategies.</li> <li>The SEND Code of Practice and its practical application of strategies for meeting the needs of SEND children in a mixed ability classroom.</li> <li>Planning and implementing provision for children with SEND including the monitoring and assessment of intervention effectiveness.</li> <li>Experience of using comparative information about attainment.</li> <li>Understanding of the funding mechanism for SEND.</li> <li>Experience of working with teaching children with complex needs across KS2-5</li> <li>Evidence of continuing professional development to keep abreast of new developments in technology and new research relating to good practice in</li> </ul>	<ul style="list-style-type: none"> <li>Have experience of leading a team</li> <li>Significant SENDCo Experience</li> </ul> <p>Qualified teacher with at least 4 years' experience.</p>



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	<p>teaching students with complex and multiple needs.</p> <ul style="list-style-type: none"> <li>• A good knowledge of the Primary and/or Secondary curriculum.</li> <li>• An understanding of the educational needs of students with ADHD, Traumatic Brain Injury and Hearing Impairment.</li> </ul>	
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• NPQSENCO Qualification or NASENDCO Qualification</li> <li>• Experience delivering small group interventions and specialist teaching.</li> </ul>	<p>Experience teaching ASDAN courses</p> <p>Experience teaching Entry level qualifications</p> <ul style="list-style-type: none"> <li>• Qualified Teacher</li> </ul> <p>Additional qualification in an area of SEND Type need</p> <p>Level 7 Assessor qualification / willingness to undertake</p>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Competent and confident user of ICT.</li> <li>• Good communication skills written and verbal.</li> <li>• Good organisational skills.</li> <li>• A positive role model of professional practice and conduct of others.</li> </ul>	
<b>Training</b>	<ul style="list-style-type: none"> <li>• Willingness to undertake relevant training and identify own development needs.</li> <li>• Committed to ongoing CPD and Professional development.</li> </ul>	
<b>Attributes and Attitudes</b>	<ul style="list-style-type: none"> <li>• Working under your own initiative</li> <li>• Being a team player</li> <li>• Resilience</li> <li>• Flexible approach and positive attitude towards work</li> <li>• Punctual and reliable</li> <li>• Ability to adapt to changes in the workplace</li> <li>• Willing to learn and travel to training events</li> </ul>	
<b>Equality, diversity and inclusion</b>	<ul style="list-style-type: none"> <li>• Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application.</li> </ul>	
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Knowledge, understanding and commitment to safeguarding and promoting the welfare of students.</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with students.</li> </ul>	



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The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK.

OneSchool Global UK is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

All staff are expected to be committed to the Equal Opportunities Policy.

## VERSION CONTROL

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<b>SENDCO</b>	April 2025	2	Terminology updated to reflect campus structures – student to student, Head teacher to Campus Principal, LSCO to SENDCO  Significant change to include reflection of the Student Support element of the CQR, The Student Support and Child Protection Handbook, the NPQ SENDCO framework and the SEND Code of Practice