



## **Job Description: Special Educational Needs Coordinator (SENCo)**

**Contract:** Part time, Permanent

**Responsible to:** Headteacher / Senior Leadership Team

### **Purpose of the Role**

To lead and coordinate statutory SEND provision, ensuring pupils with SEND are identified accurately, supported effectively and make strong progress in line with the SEND Code of Practice. The SENCo holds formal statutory responsibility for SEND. The post-holder works collaboratively within the school and across the Agora Learning Partnership to strengthen inclusive practice and outcomes.

The job includes being responsible for the early identification, effective support and high-quality provision for pupils with Special Educational Needs and Disabilities (SEND), The SENCo will work collaboratively with senior leaders to support disadvantaged pupils who have SEND, ensuring provision is aligned with identified need.

Key responsibilities include leading and coordinating the school's SEND strategy; promoting high-quality adaptive teaching; overseeing EHCPs and the graduated response; and evaluating the impact of provision to ensure it improves outcomes and experiences for pupils.

The SENCo will work in close partnership with parents, staff and external agencies, and will contribute to the strategic leadership of the school by attending Senior Leadership Team meetings, as appropriate, to inform decision-making related to SEND. The role will include a combination of teaching and allocated leadership and administrative time.

### **Key Responsibilities**

#### **Statutory SEND Leadership**

- Act as the school's named SENCo, fulfilling all statutory responsibilities.
- Ensure compliance with the SEND Code of Practice, associated legislation and current statutory guidance, maintaining up-to-date professional knowledge.
- Lead identification, assessment, review and documentation of SEND.
- Maintain an accurate and up-to-date SEND register.
- Maintain accurate records for EHCPs and SEN support, adhering to statutory obligations.
- Ensure SEND provision is delivered in line with the SEND Code of Practice and

#### **Provision and Assessment**

- Coordinate assessment information to identify pupils' needs accurately.
- Lead provision mapping to ensure support is matched effectively to need.
- Monitor and evaluate the impact of SEND provision and interventions.
- Track progress and outcomes for pupils with SEND.

#### **Personal Development and Well-being**

- Support pupils' personal development and emotional and social well-being, managing pupils with additional vulnerabilities.
- Ensure that pupils' views inform provision planning and helps to review processes and the evaluation of inclusion.

- Actively champion and shape an inclusive culture, supporting staff confidence, consistency of practice and shared understanding of inclusion.
- Remain up-to-date with the latest practice and advice on SEND and inclusion.

### **Transition**

- Oversee effective transition arrangements for pupils with SEND, including entry to school, transfer between Key Stages and preparation for pupils' next stage of education.
- Support pupils' readiness for the next stage of education.

### **EHCPs and Professional Liaison**

- Lead requests for Education, Health and Care Plans (EHCPs) where appropriate.
- Coordinate and contribute to annual review meetings.
- Liaise with external agencies, professionals and the local authority.
- Maintain high-quality SEND records and documentation.

### **Parents, Pupils and Communication**

- Communicate clearly and sensitively with parents/carers about SEND provision.
- Provide reports on inclusion and SEND to Governors and Trustees, contributing to accountability and strategic oversight.
- Ensure pupils' views inform assessment, provision and review processes.

### **Partnership Working**

- Work collaboratively with the Assistant Headteacher (Inclusion) to align statutory SEND systems with inclusive classroom practice.
- Contribute to SEND development, moderation and professional dialogue across the Agora Learning Partnership, sharing effective practice where appropriate.
- Engage in partnership-wide training, networks or projects related to SEND and inclusion.
- Liaise with external agencies (e.g., educational psychologists) to support pupil needs.

### **Professional Responsibilities**

- Uphold safeguarding responsibilities at all times.
- Work collaboratively with colleagues to promote inclusive values and practice.
- Engage in relevant professional development, including SENCo accreditation and partnership CPD.

### **Personal Development**

#### **Professional Responsibilities**

- Monitor and analyse attendance, behaviour and exclusion data for vulnerable groups, identifying barriers and contributing to strategies that improve participation and inclusion.
- Work collaboratively with senior leaders to evaluate and improve provision for pupils eligible for Pupil Premium.
- Work collaboratively with colleagues to improve teaching and learning.

- Deploy and direct support staff effectively. Where appropriate, line manage and contribute to the professional development of support staff working with vulnerable pupils.
- Communicate effectively with parents and carers regarding pupils' progress and wellbeing.
- Engage positively in professional development activities.
- Contribute positively to the wider life and ethos of the school.

### **Safeguarding**

- Safeguard and promote the welfare of children at all times.
- Follow safeguarding and child protection procedures and statutory guidance.
- Report concerns promptly and appropriately.

### **General**

- Lead inclusion-related discussions during Ofsted inspections and contribute evidence, case studies and evaluation of impact.
- Integrate with colleagues in the Agora Learning Partnership to share best practice and work collaboratively across the Trust.
- Carry out duties in accordance with the School Teachers' Pay and Conditions Document.
- Maintain high standards of professionalism, attendance and punctuality.
- Undertake other reasonable duties as requested by the Headteacher.
- This job description will be reviewed during performance appraisal meetings.
- Work in accordance with the School's Academy Improvement Plan (AIP) and the School Monitoring and Evaluation Schedule.

### **Safeguarding Commitment**

The school is committed to safeguarding and promoting the welfare of children and young people. All staff are expected to share this commitment. Appointment is subject to enhanced DBS and safer recruitment checks.