



SEND Leader (SENDCo)

Job Description & Person Specification

November 2025

Responsible to: Headteacher

Line management responsibility: Deputy SEND Leader SEND Faculty



Grade & Salary: L11

Job Purpose

To develop, implement, monitor and evaluate additional needs provision, to secure a culture of high expectations, inclusion and achievement for pupils with SEND.

As a member of the extended leadership team to play a role in formulating the culture, vision, aims and objectives of the school and establish the policies through which they shall be achieved with particular emphasis on those connected with SEND.

Key Accountabilities

SEND Leadership

- Maintain and develop systems for identifying, assessing and reviewing SEND provision and pupils' progress and attainment in line with statutory requirements under the current SEN Code of Practice.
- Co-ordinate the SEND provision across the Academy through effective information sharing, collaboration and communication with key internal and external stakeholders
- Oversee the collection and interpretation of specialist assessment data to better inform interventions for pupils with SEND.
- Report SLT, the wider Trust Leadership Team and external stakeholders as required on the effectiveness of provision for pupils with SEND based on thorough analyses of relevant data
- Have oversight of assessment of students who may require access arrangements, ensuring that the appropriate processes are followed to ensure the right type and level of arrangements are in place for both internal and external assessments.
- Monitor the efficacy and impact of offsite or bought in learning packages and/or input from external agencies for students with SEND.
- Oversee communication with parents of SEND students, keeping parents informed about their child's progress and to seek their input, recognising that strong partnerships between the school and parents are necessary to ensure effective SEND provision.
- To work with school leaders to ensure an inclusive environment that meets the needs of all pupils.

Teaching and Learning

- Identify, adopt and communicate the most effective teaching approaches for students with SEND.
- Monitor teaching and learning activities to ensure that they meet the needs of students with SEND.
- Together with other appropriate staff within and outside the faculty, develop effective ways of overcoming barriers to learning with regards to students with SEND.

Quality Assurance

- To assist the Headteacher in completing Trust wide and school-based quality assurance processes.
- To support middle leaders as part of the quality assurance process as directed by the Headteacher.

**Parental and Community Engagement:**

- Build strong relationships with parents and carers, providing support and guidance as needed.
- Communicate effectively with parents about their child's progress and any concerns.
- Engage with the wider community to support students' well-being and development.
- Represent the school at meetings with external agencies and stakeholders.

Leadership and Management:

- Contribute to the overall leadership and management of the school as a member of the extended leadership team.
- Identify staff development needs and provide opportunities for professional development, including the Professional Growth Process.
- Promote high standards for teaching and learning both inside and outside the classroom.
- Facilitate and take part in high quality CPD at both faculty and whole school level as appropriate, in order to drive improvement in the quality of education.
- Create a positive learning environment across the faculty by setting and maintaining high expectations for student behaviour through consistent use of the behaviour policy and support others to do the same.
- Consistently demonstrate and promote the values of the Trust.

The duties and responsibilities listed are indicative of the tasks the SEND Leader will perform and are not intended to be an exhaustive list. The post holder will be expected to take on additional responsibilities appropriate to the role as they arise.



Person Specification

Source Key: A = Application Form I = Interview C = Certification

Qualifications	Essential	Desirable	How Identified?
Educated to degree level.	☐		A/C
Qualified Teacher Status.	☐		A/C
NASENCO or NPQ for SENCos	☐		A/C
Evidence of commitment to continuous professional and personal development.	☐		A/C
Experience			
Proven track record of leading whole school improvement as a middle or senior leaders.	☐		A/I
Experience of reporting to SLT, the wider Trust Leadership Team and external stakeholders.	☐		A/I
Proven track record of developing and implementing SEND provision at a whole school level.	☐		A/I
Experience of working with a range of external stakeholders to successfully enhance the education experience of students within the local context.	☐		A/I
Professional Knowledge and Skills			
Strong understanding of what makes a strong and effective SEND offer.	☐		A/I
An understanding of statutory requirements for SEND provision.	☐		A/I
Excellent leadership and management skills.	☐		A/I
Strong interpersonal and communication skills.	☐		A/I
Ability to build positive relationships with students, staff, parents, and external agencies.	☐		A/I
Personal credibility and ability to motivate and inspire the confidence of all stakeholders.	☐		A/I



Effective problem-solving and decision-making skills to address challenges and drive improvement.	<input type="checkbox"/>		A/I
Ability to work under pressure and manage multiple priorities	<input type="checkbox"/>		A/I
Ability to delegate effectively and hold the others accountable.	<input type="checkbox"/>		A/I
Up to date knowledge of education policy, pedagogy, statutory requirements and research and the ability to use this knowledge to drive improvement.	<input type="checkbox"/>		A/I
Personal Qualities (Application/Interview/References)			
Commitment to the values and ethos of the trust and school, with a passion for improving educational outcomes for all students.	<input type="checkbox"/>		A/I
Empathy and understanding towards students' needs.	<input type="checkbox"/>		A/I
Visionary and inspirational leader with a commitment to excellence.	<input type="checkbox"/>		A/I
Commitment to continuous professional and personal development of others.	<input type="checkbox"/>		A/I
Collaborative and inclusive approach to leadership.	<input type="checkbox"/>		A/I
Resilience and adaptability to manage the demands of a dynamic educational environment.	<input type="checkbox"/>		A/I
High levels of integrity and professionalism.	<input type="checkbox"/>		A/I
Understands and actively promotes the benefits of diversity within the trust and school.	<input type="checkbox"/>		A/I

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