



Job Description

Post Title	Salary	Reviewed
AP SENDCo	<i>MPR, SEN Allowance, TLR 2</i>	July 2026

Managed by: Headteacher

Job Purpose

The SENDCo will be accountable to the Headteacher and will ensure high-quality assessment, provision and outcomes for pupils with SEND and additional needs.

The SENDCo will:

- Ensure that students are offered the best opportunities to maximise pupil development and outcomes in line with their strengths, identified needs and provision outlined through EHCPs, SEN Support plans, graduated responses and other assessment processes.
- Work with other SENDCos in the Trust to develop and consistently apply key SEND processes, ensuring effective and efficient use of funding.
- Support and develop colleagues to contribute effectively to SEND identification, assessment, provision planning, EHCP processes and statutory assessments.
- Co-ordinate funding applications to ensure sufficient funding is secured to meet pupil needs.
- Act as one of the Deputy Designated Safeguarding Leads within the school.
- Act as the Designated Teacher for Children in Care (CiC).
- Work with colleagues to develop confident, ambitious young people who are emotionally and intellectually equipped for a brighter future.
- Value respect, safety, learning, diversity and high standards.
- Contribute to the continued development of the Trust.

Act within the statutory frameworks which set out professional duties and responsibilities and in line with the duties outlined in the current School Teachers' Pay and Conditions Document and Teacher Standards.

Key Job Outcomes

Strategic Development and Provision

- Monitor and review the quality and effectiveness of SEND provision across the school.
- Monitor the effectiveness of inclusive practice across the school, ensuring provision is responsive to identified needs and supports pupils to engage successfully in learning.
- Contribute to school self-evaluation.
- Carry out audits of SEND to develop SEND provision as part of the School Development Plan and improvement priorities.
- Maintain a thorough knowledge of the academic, social, emotional and developmental progress of pupils with SEND and Children in Care.
- Maintain an up-to-date knowledge of national and local initiatives which may affect school policy and practice.
- Obtain relevant funding from Local Authorities to support provision for pupils with identified SEND and additional needs and evaluate the effective use of such funding.
- Lead the development of systems to identify, assess and monitor pupils who may have SEND, emerging SEND or additional learning needs.
- Have a secure knowledge of available Alternative Learning Provision (ALP) and establish Service Level Agreements (SLAs) with providers where appropriate.
- Periodically review the Trust's core offer with the Finance Team and, where appropriate, other SENDCos across the Trust.

Leadership and Management

- Implement the Trust's SEND policy and provision within the school.
- Ensure compliance with the SEND Code of Practice, Equality Act 2010 and statutory responsibilities relating to SEND.
- Provide strategic leadership for SEND and inclusion across the school.
- Work collaboratively with senior leaders, curriculum leaders and the Intervention Team to ensure pupils' needs are identified and met effectively.
- Monitor the quality and impact of classroom provision, interventions and support for pupils with SEND.
- Provide provision guidance and support to colleagues, working closely with staff, parents, carers and external agencies.
- Identify training and development needs for staff in relation to SEND, inclusion, graduated response processes and meeting a range of additional needs.

- Contribute to professional development activities and provide specialist SEND guidance to staff to improve outcomes for pupils with SEND.
- Contribute to the School Development Plan and other whole-school improvement initiatives.
- Ensure the SEND Information Report and other statutory information are accurate and up to date.
- Liaise with the Intervention Team to ensure support and interventions are effectively targeted, delivered and reviewed.
- Where required, undertake line management responsibility for SEND-related support staff, including individual Learning Support Assistants and SEND administrative staff.
- Work with curriculum leaders to ensure that identified needs and EHCP outcomes can be met through curriculum delivery.
- Take responsibility for personal professional development.
- As part of the leadership team, the post holder may, when required, teach, support with cover, undertake duties and supervise activities, with due regard given to statutory SENDCo responsibilities.

Operation of the SEND Policy and Co-ordination of Provision

- Receive and jointly evaluate consultation paperwork for new pupils from Local Authorities.
- Co-ordinate admissions consultations and baseline assessments to identify pupils' strengths, barriers to learning and any SEND or additional needs requiring further assessment or support.
- Lead the identification, assessment and monitoring of pupils with SEND and additional needs.
- Identify needs that fall outside the school's core offer and apply for additional funding to support provision.
- Inform the Finance Team of funding allocated to individual pupils.
- Provide guidance to colleagues on meeting pupil needs and implementing agreed strategies, adjustments and interventions that support access to learning and positive outcomes.
- Hold colleagues to account for the quality of personalisation, including graduated responses, pupil passports, outcome trackers and risk assessments.
- Liaise with Headteachers and the Finance Team regarding resources, funding and provision required to meet identified needs.
- Be aware of the provision available through the Local Offer.
- Co-ordinate and oversee the Assess, Plan, Do, Review cycle for pupils receiving SEND Support and monitor the impact of interventions and provision.
- Evaluate the impact of provision, interventions and reasonable adjustments on pupil progress, attendance, engagement and wider outcomes.
- Work with other schools, educational psychologists, health services, social care and other agencies as required.

- Gather and co-ordinate evidence required for referrals, statutory assessments, funding applications and specialist involvement.
- Quality assure any ALP provision in place, including temporary educational arrangements and part-time timetables, and review the progress of pupils attending such provision.
- Co-ordinate additional provision that meets pupil needs and ensure appropriate systems are in place to monitor effectiveness.
- Maintain oversight of whole-school and class provision maps and ensure interventions are matched to identified pupil needs and reviewed regularly.
- Ensure that records are maintained and kept up to date, including SEND and CiC information relevant to safeguarding processes.
- Oversee the organisation of EHCP annual reviews and attend reviews as required.
- Provide support, guidance and training to colleagues responsible for annual reviews.
- Support colleagues in identifying pupils who may have SEND and implementing effective reasonable adjustments and personalised approaches.
- Ensure that if a pupil transfers to another school or provision, all relevant SEND and CiC information is conveyed appropriately.
- Act as an advocate for pupils with SEND and additional needs, ensuring that their views, aspirations and outcomes remain central to assessment, planning and review processes.
- As Designated Teacher for Children in Care, ensure additional provision is in place to meet their needs.
- Be involved in the regular review of school systems to quality assure the general SEND provision available to all pupils through classroom practice and wider school approaches.

Developing North Star Academy Trust

- Contribute to achieving the vision and aims of the Trust.
- Contribute to the development of the Trust as an outstanding provider of SEMH provision.
- Contribute to the development of collaborative and team working between schools in the Trust, as a means of affecting change and improving standards.
- Contribute fully to the improvement of pupils' attitudes to learning and behaviour across the Trust.
- To lead cross trust initiatives.

General Accountabilities

- So far as is reasonably practicable, the post holder must ensure that safe working practices are adopted by employees in school/work areas for which the post holder is responsible to maintain a safe working environment for

employees and pupils. These practices are defined in the Trust's Health and Safety Policy and departmental codes of practice.

- Work in compliance with the Code of Conduct, Regulations and policies of the Trust, and its commitment to equal opportunities.
- Take responsibility for your own professional development by keeping up to date with new initiatives and current best practice.
- Ensure that output and quality of work is of a high standard and complies with current legislation and standards.
- Carry out any other duties as requested which are commensurate with the grade of the post.