



## Job Description

**Post: Lead SENDCo**

**Responsible To: Head of School**

**Salary: MPS/UPS plus SEN allowance**

### **Purpose of role**

- Lead and manage the strategic development of Inclusion and SEND across Woodnewton School, ensuring statutory compliance and high-quality provision for all pupils.
- Support and enhance teaching and learning for pupils with Special Educational Needs and Disabilities, promoting academic progress and pastoral care.
- Collaborate with staff, families, and external agencies to identify needs, overcome barriers, and ensure effective communication and joined-up support.
- Drive continuous improvement through evidence-based planning, staff development, and rigorous monitoring of pupil progress and provision effectiveness.

### **Strategic Leadership & Compliance**

- Lead the strategic direction of Inclusion and SEND across the school, ensuring alignment with the school's vision and improvement priorities.
- Ensure Woodnewton School meets all statutory obligations related to inclusion and SEND provision.
- Fulfil the role of SENDCo, ensuring responsibilities are clearly communicated and understood by all stakeholders.
- Develop and implement evidence-based policies and improvement plans to enhance SEND provision.
- Stay current with national and local SEND developments, using research and guidance to inform school practice.
- Advise on the effective use of the delegated SEND budget, ensuring resources are targeted to meet pupil needs.

---

### **2. Teaching, Learning & Curriculum**

- Enhance teaching practices across the four key areas of SEND through coaching, modelling, and professional development.
- Support high standards of academic and pastoral progress for pupils with SEND through tailored interventions.
- Work with Subject Leaders to ensure curriculum planning meets the needs of pupils on the Additional Needs Register.
- Promote inclusive classroom strategies and encourage the use of innovative technologies to support learning.

- Lead staff development sessions to raise awareness of SEND needs and improve classroom practice.
  - Contribute to lesson observations and feedback processes to support staff in delivering high quality SEND teaching.
  - Ensure consistency and coherence in curriculum delivery and the wider school offer for pupils and families.
- 

### **3. Pupil Support & Progress**

- Monitor and evaluate pupil progress and the effectiveness of SEND provision using data and pupil voice.
  - Implement and uphold the graduated approach to SEND, ensuring clear assess, plan, do, review cycles are embedded.
  - Identify barriers to learning and lead the development of strategies to address them across the school.
  - Support the development of welfare systems that promote pupil wellbeing and engagement.
  - Ensure successful transitions for pupils with SEND at key stages, including entry and transfer to secondary education.
  - Promote inclusive participation in all aspects of school life for pupils with SEND, ensuring equity and access.
  - Lead the development and implementation of Pupil Support as a key driver of whole-school improvement.
- 

### **4. Collaboration, Resources & Communication**

- Liaise effectively with parents, carers, the Local Authority, and external agencies to coordinate support for pupils.
- Manage and deploy teaching assistants, support staff, and physical resources to maximise impact on pupil outcomes.
- Lead performance management processes for designated staff, supporting professional growth and accountability.
- Use management information systems to track provision, monitor progress, and inform decision-making.
- Foster a culture of high expectations and collaboration among staff to meet the diverse needs of pupils.
- Communicate the local offer and wider community resources to families, ensuring they are informed and supported.
- Ensure joined-up communication across all stakeholders to maintain consistency and continuity in SEND provision.

#### **Other information**

As part of the Inspiring Futures through Learning, successful candidates will have full access to enhanced family leave, generous Pension (LGPS) employer contribution, and access to a staff benefits package, including a bespoke CPD, wellbeing support (Health Assured) discount on gym membership, cinema tickets, cycle to work scheme and much more.

**Our children and young people come from a wide range of backgrounds, and so do our colleagues. We aim to reflect and celebrate diversity in our workplace in order to create an inclusive culture that adds real value to our vision of inspiring the futures of us all through learning together. *Inspiring Futures through Learning is committed to safeguarding and promoting the welfare of children. All***

*employees are expected to share this commitment, to follow IFtL's safeguarding policies and procedures, and to behave appropriately towards children at all times, both in work and in their personal lives.*

*All school based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check*

**#WelcomeToIFtL #BelongingInIFtL #IFtLFamily**

## Person Specification

E = Essential

D = Desirable

This job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher reflect or anticipate changes in the job commensurate with the grade and job title.

CRITERIA		E/D
EXPERIENCE	<p>Effective leadership of teams</p> <p>Detailed knowledge of Pupil Tracking and Assessment</p> <p>Knowledge of curriculum planning and design</p> <p>Leading INSET within school</p>	<p>E</p> <p>E</p> <p>D</p> <p>D</p>
PROFESSIONAL KNOWLEDGE, UNDERSTANDING AND APTITUDE	<p>Secondary and Primary curriculum and its assessment at all relevant key stages</p> <p>Strategic planning for school improvement</p> <p>Current educational legislation and good practice and their impact on curriculum provision</p>	<p>E</p> <p>E</p> <p>E</p>
PERSON JOB RELATED SKILLS	<p>Enthusiasm, personal dynamism, determination and stamina</p> <p>Integrity, tact, reliability, self-confidence and personal presence</p> <p>Commitment to professional standards, quality and continuous improvement</p> <p>Ability to manage the many conflicting demands of the post</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>

QUALIFICATIONS	Main degree (hons)	E
	PGCE or equivalent	E
	Higher degree	D
	National Award for Special Education needs Coordination	D