

THE HOLT SCHOOL JOB DESCRIPTION



Job Title:	Special Needs Co-ordinator	Name:	
Reports to:	AHT – Inclusion	Issued/Reviewed:	September 2026
Pay Scale:	MS/UPR	FTE	Full Time
Employment Status	Permanent		
Allowance:	TLR 1b		

To be line managed by:

1. Teaching and Learning: (25/50 teaching periods)

- To promote confidence and resilience through stoicism, humility and gratitude at all times.
- To be responsible for planning lessons using the principles of The Holt Pedagogy (Quality First Teaching) and delivery and assessment of differentiated, challenging lessons
- To follow The Holt procedures
- To prepare students for external/internal exams and qualifications; ensuring exam board requirements are met
- To be involved in the setting/marking of home learning, assignments and/or NEAs in line with department/faculty policy using Teams and Sims.
- To provide accurate, developmental feedback to students and ensure there is an opportunity for feedback and improvement time (FIT)
- Communicate effectively with parents through reports, reviews; parents consultation evenings, with pastoral team including tutors/ and with HoD/HoF
- To take all reasonable steps to ensure the safety of students and report any concerns / disclosures at the first opportunity
- To foster positive relationships with students in your classes
- To monitor attendance.
- To support HoYs and the SENCO by completing requests for information and commentary for students who are “on report”, for ‘round robins’ or for SEN annual reviews or exam concessions assessments.
- To recognise hard work, effort and positive learning behaviour using the school policies.
- To use the school’s B4L policy to maintain the highest standards of behaviour at all times.

2. TLR

- To contribute to leadership of teaching and learning across the school
- To be a role model
- To line manage and develop Deputy SENCO
- To be responsible for setting targets that ensure Learning Link development within the Whole School Improvement Plan
- To be the arbiter of standards in the Learning Link; supporting regular evaluation through data analysis, work sampling, lesson observations, student and parent questionnaires all of which are used to inform improvement planning
- To share the vision for the school and the vision of the Learning Link.
- To be fully involved in the interview process for staff in the department and to support new colleagues’ induction
- To represent the Learning Link at HoLT meetings, ensuring clear two-way communication
- To oversee the monitoring of pupil programmes and progress across the Learning Link.
- To support all members of the Learning Link whilst ensuring that they adhere to Section 1 above.
- To manage the budget ensuring resources are available as required
- To ensure the safety of students in the learning link and ensure each department has up to date risk assessments are in place
- To communicate effectively with all stakeholders

- To monitor the use of LSAs in lessons.
- To liaise with the Exam officer regarding the special arrangements for exams and assessments of SEN students.
- To ensure IEP's are kept up to date with the latest data and interventions and available on Provision Map.

3. Additional Responsibilities - SENCO

1. To work with HOY's in assessing and diagnosing individual pupil needs and develop support strategy.
2. To work with Heads of Year to set targets for KS3 and GCSE curriculum support students as anticipated from CATS's and FFTD results.
3. To be responsible for all the administration attached to the SEN Code of Practice:
 - Organisation and interviews
 - Liaison with external agencies
 - Co-ordinating reviews of statemented/EHCP pupils
 - Organising and supervising a team of Learning Support Assistant
 - Adjusting curriculum for any pupil with special educational needs with help from external agencies
 - Attend exceptional panel meetings
4. To work with Heads of Year and Student Support in identifying and supporting vulnerable students.
5. To work with the Head of Year 7 on transition from Year 6 to Year 7, liaising with primary schools of the students with SEN, coordinating a confidence boosting induction day as well as ensuring the Year 6 transition day is inclusive.
6. To monitor the attainment and achievement of SEN students year 7 -13 and to report to line manager half termly on progress and interventions.
7. To coordinate and deliver CPD to LSAs and teaching staff to improve understanding and skills in teaching students with SEN.
8. To ensure that KS4 and KS3 students on the SEN register who cannot access the full curriculum are engaging in a suitable alternative curriculum which is rigorous so that students are making progress.
9. To support KS4 students taking extra maths, science and English in their curriculum support option.
10. To develop the skills of HLTAs/LSAs to plan and work in the classroom with teachers as well as with small groups of students.
11. To carry out observations of HLTAs/LSAs to ensure provision of high quality and consistent adult support in classrooms.
12. To contribute to decisions made on allocating the pupil premium funding and catch-up funding in school and to monitor the impact of the actions taken.
13. To contribute to literacy across the school through the implementation and monitoring of literacy programmes.
14. To measure the reading ages and spelling ages of SEN students at regular intervals.
15. To coordinate the Lucid tests for year 7-9 and to disseminate the data with guidance on how to use it to staff.
16. To oversee EAL monitoring and provision of support.
17. To be the designated LAC teacher.

4. Professional Development

- To actively engage in the Performance Management process
- To participate in CPD activities in school
- To pursue own interests and development by keeping up to date with subject knowledge and teaching methods.

5. Life of School

- To support the ethos of the school through the Mission Statement.
- To attend meetings that form part of the directed time.
- To comply with the School's Health and Safety Policy
- To carry out duties as published

This job description is not intended to be a comprehensive definition of the post and will additionally include any task which the Headteacher may reasonably require the post holder to complete as part of the role. It will be reviewed annually and may be subject to modification or amendment after consultation

Signed: Date:
Post Holder

Signed: Date:
Co-Headteacher

Person Specification: Classroom Teacher	Essential	Desirable
Education and Experience		
Good honours degree	✓	
Qualified Teacher Status	✓	
Experience of teaching SEN students		✓
Record of continuing professional development		✓

Knowledge		
Good subject knowledge and passion for subject	✓	
Knowledge of National Curriculum and initiatives	✓	
Good knowledge of pedagogy	✓	
Knowledge of effective assessment strategies	✓	
Knowledge of how to use data for target setting		✓

Skills		
Good classroom practitioner using effective behaviour management	✓	
Ability to inspire and motivate students	✓	
Creativity, energy and enthusiasm	✓	
Flexible and adaptable	✓	
Excellent relationships with students and colleagues	✓	
Good communication; orally and written	✓	
Good IT skills		✓

Committed to:		
Promoting and safeguarding the welfare of students	✓	
Inclusion and a positive “can do” approach	✓	
Flexible working practice, willing to go the “extra mile”	✓	
Raising the profile of your subject within the school and community	✓	
CPSD (continuing professional self-development)		✓