

Job Description and Person Specification



Job details			
Job title	SENCO (with the potential of Assistant Headteacher opportunity)		
School	Dell Primary School		
Location	Dell Road, Lowestoft, Suffolk, NR33 9NU		
Hours per week	32.5	Weeks per annum	38 weeks + PD Days
Grade & Salary	Dependant upon experience from UPS plus SEN allowance/Leadership pay scale for AHT		
Responsible to	The Headteacher		
Responsible for	SEN across the whole school and School Resource Base		
Effective date	January 2026 (or earlier where full or partial release may be possible)		

Purpose of the Role
<p>The Special Educational Needs Coordinator (SENCO) plays a vital role in supporting the inclusion and achievement of pupils with special educational needs and disabilities (SEND) across the primary age range. The SENCO will lead on identifying needs, coordinating targeted support, and working collaboratively with staff, families, and external professionals to ensure every child receives the help they need to thrive. The SENCO is expected to safeguard and promote the welfare of children and uphold the school's policies and staff code of conduct at all times.</p>

Job Description – Main Duties and Responsibilities
<ul style="list-style-type: none"> • Determine the strategic development of special educational needs (SEN) policy and provision in the school and school resource base. • Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability • Provide professional guidance to colleagues, working closely with staff, parents and other agencies • Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision • Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability • Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement and development plan (SIDP) • Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice • Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective • Maintain an accurate SEND register and provision map • Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support • Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment • Be aware of the provision in the local offer

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- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Apply for SEN funding using the INDES and IPSEF processes
- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability
- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability

Safeguarding and Health and safety

- Evolution Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Therefore, we will conduct pre-employment checks, including a social media search. This post will come under the requirements of the Childcare (Disqualification) 2009 Regulations, and a successful applicant would be required to complete a declaration form to establish whether they are disqualified under these regulations. An enhanced DBS check will be required
- Promote the safety and wellbeing of pupils, and help to safeguard pupils by keeping up to date with relevant safeguarding guidance and practice, including Keeping Children Safe in Education and Working Together to Safeguard Children
- Job holders must ensure that they have read, understood and act in accordance with current school policies, particularly those intended to protect children and employees, for example, health, safety, welfare, safeguarding and inclusion
- Respond appropriately to safeguarding and child protection concerns, following school procedures and reporting promptly to the DSL
- Adhere to all health & safety regulations and requirements, taking necessary action to ensure a safe working and learning environments for all children, colleagues and visitors
- Promote a culture of vigilance and openness where pupils and staff feel safe and confident to raise concerns

Professional Development

- Keep own knowledge and understanding relevant and up to date by reflecting on own practice, liaising with manager to identify relevant professional development to improve personal effectiveness

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- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role
- Take part in the school’s appraisal procedures
- Follow all Trust and School policies, including the staff code of conduct

Supporting the work of our Trust

- Support our vision, mission and values, as well as our principled ways of working
- Be a professional role model, promoting the aims of our Trust whilst also providing a critical and supportive lens
- Develop and maintain strong working relationships with EAT colleagues and contribute to collaborative working across schools
- Attend and engage in regular professional training, seek support from other leaders and share best practice across our EAT community
- Contribute to our ‘One Trust’ approach, seeking further opportunities to celebrate the work of our staff teams

Person Specification	
Essential	Desirable
Qualifications	
<ul style="list-style-type: none"> • Qualified teacher status • Relevant Degree • Safeguarding Training 	<ul style="list-style-type: none"> • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment
Experience	
<ul style="list-style-type: none"> • Teaching experience • Experience of working at a whole-school level • Experience of conducting training/leading INSET 	<ul style="list-style-type: none"> • Experience working as a SENCO or in a similar leadership role within a primary school • Proven track record of supporting pupils with a range of SEND needs • Experience of working collaboratively with parents, carers, and external agencies • Experience in developing and implementing EHCPs (Education, Health and Care Plans) • Experience in staff training or delivering CPD related to SEND
Skills/knowledge	
<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate 	<ul style="list-style-type: none"> • Data analysis skills and the ability to use data to inform provision planning • Confident in using digital tools to manage SEND records and provision
Personal Qualities	

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<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality 	<ul style="list-style-type: none"> • Organised and able to manage multiple priorities • Passionate about inclusion and equal opportunities
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General information
<ul style="list-style-type: none"> • This job description details the main outcomes required and will only be updated to reflect major changes that impact on the outcomes of the job. It may be amended at any time in consultation with the postholder • All work performed/duties undertaken must be carried out in accordance with relevant, Trust and Local Authority policies and procedures, within legislation, and with regard to the needs of our stakeholders and the diverse community we serve • Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management. This Job Description is not an exhaustive list

Signed: Job Holder		Signed Manager:	
Print Name:		Print Name:	
Date:		Date:	