

Job Description

Post Title: Trust Wide SENCO (Derby/Derbs)

Location: Spencer Academies Trust

Salary: L5-9

Hours: Full time, Permanent

Reporting to: Director of Vulnerable Learners

Travel: Required across East Midlands

Overall Purpose of Post

To provide strategic and operational oversight of SEND provision across our Derbyshire and Derby City schools within the trust. Ensuring high quality, inclusive practice and improved outcomes for pupils with SEND.

The postholder will ensure all schools maintain compliance with statutory requirements and support schools to deliver effective, evidence-based provision in line with the SEND Code of Practice (2015), Children and Families Act (2014) and help the trust to continue to build their practice in line with the Schools White Paper.

Key Accountabilities:

Strategic Leadership

- Lead the development, implementation and evaluation of the Trust's SEND strategy across primary and secondary phases.
- Provide a strategic overview of SEND provision, ensuring consistency and high standards across academies.
- Contribute to Trust-wide improvement priorities, self-evaluation and inspection readiness in line with Spencer school improvement frameworks.
- Ensure SEND is fully aligned with wider priorities, including the Inclusion Strategy, Curriculum Learning and Teaching Strategy and Primary/Secondary School Improvement Strategies.

Quality Assurance and School Improvement

- Monitor and evaluate the quality and impact of SEND provision across schools using the SEND IEF and Quality Assurance process.
- Analyse SEND data, including progress, attainment, attendance and exclusions, to inform improvement.
- Support Headteachers and SENCOs to develop robust provision maps and graduated approaches (assess-plan-do-review).

- Undertake reviews, audits, and peer support visits to drive consistency and improvement.

Operational Management of SEND Provision

- Support and challenge school-based SENCOs in the day-to-day operation of SEND policy and provision
- Oversee:
 - SEND registers and provision mapping
 - EHCP processes, annual reviews and statutory compliance
 - Identification, assessment and intervention planning
 - Ensure provision is well-coordinated, effective and appropriately resourced
 - EAA processes, applications and adherence to guidance
- To provide cover for absent SENCOs
- To support the induction of new to role and newly appointed SENCOs
- Where appropriate, attend annual review meetings of high profile students with EHCPs

Staff Development & Capacity Building

- Provide professional guidance, training and coaching to SENCOs, teachers and support staff
- Lead the Trust-wide SENCO network, sharing best practice across phases
- Build staff confidence in:
 - Adaptive teaching
 - Inclusive classroom practice
 - Supporting SEMH, communication, cognition and sensory and/or physical needs

Partnership & Multi-Agency Working

- Act as a key liaison with:
 - Local Authorities (Derbyshire & Derby City)
 - Educational psychologists, health and social care professionals
- Develop strong partnerships with parents and carers, ensuring clear communication and co-production
- Represent the Trust at local SEND forums, inclusion panels and networks

Statutory Compliance & Governance

- Ensure all academies meet their responsibilities under:
 - SEND Code of Practice (2015)
 - Children & Families Act (2014)
 - Equality Act (2010)
- Ensure:
 - Accurate and up-to-date records

- Timely completion and implementation of statutory processes
- Publication of SEND information reports
- The review and sharing of updated SEND policy in line with guidance changes

Promoting Inclusive Practice

- Champion a culture of inclusion and high expectations for all pupils
- Ensure pupils with SEND have full access to:
 - Curriculum
 - Enrichment opportunities
 - Wider school life
- Promote early identification and intervention to improve long-term outcomes

Key Accountabilities

- Improved outcomes (progress, attendance, suspension and exclusion reduction) for SEND pupils
- High-quality, consistent SEND provision across all Trust schools
- Strong and effective SENCO leadership network
- Compliance with statutory SEND requirements
- Positive parent/carers engagement and satisfaction

These above-mentioned duties are neither exclusive nor exhaustive, the post-holder may be required to carry out other duties as required by the Trust.

Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our children and young people. Therefore, we expect everyone to share this commitment. All appointments are subject to satisfactory pre-employment checks, including a satisfactory Enhanced criminal records with Barred List Check through the Disclosure and Barring Service (DBS) and the completion of Level 2 Safeguarding training. It is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity).

The Trust and its member academies are committed to promoting equality and diversity in both employment and education provision. We aim to ensure that students, parents, governors, employees, contractors, partners, clients and other stakeholders within the Trust community are treated fairly, and with dignity and respect regardless of Protected Characteristics.

Spencer Academies Trust is a Disability Confident Committed Employer

Qualifications and Experience	E	D
Qualified Teacher Status (QTS) (essential)	•	
National Award for SEN Coordination or NPQSEND	•	
Successful experience as a SENCO or SEND leader	•	
Experience across primary and/or secondary settings (desirable: cross-phase)	•	
Experience of leading SEND provision	•	
Experience of managing EHCP processes	•	
Experience of driving school improvement		•

Knowledge & Understanding	E	D
Strong understanding of SEND Code of Practice	•	
Strong understanding of graduated approach	•	
Strong understanding of EHCP processes and statutory timelines	•	
Awareness of local authority processes within Nottinghamshire/Nottingham City (desirable)		•
Understanding of inclusive teaching and SEMH needs	•	

Skills & Competencies	E	D
Strategic leadership and ability to influence across multiple schools		•
Strong analytical skills (data, impact evaluation)	•	
Excellent communication and partnership working	•	
Ability to coach, challenge and support school leaders		•
High levels of organisation and attention to detail	•	
Ability to assess situations reflectively in order to identify strategies and solutions to difficult problems	•	
Ability to use MS Office Software	•	
Verbal and written communication skills to effectively convey complex and often contentious information to a wide variety of audiences	•	
Good organisation, time management skills and the ability to work under pressure	•	
Excellent interpersonal, oral and written presentation skills/communication across the spectrum of stakeholders.	•	
The ability to research, analyse and reason logically and effectively	•	
Thorough knowledge of procedures for safeguarding and promoting children's welfare	•	
Ability to undertake robust and accurate school self-evaluation, using the outcomes to plan effectively for rapid improvement	•	
Excellent influencing skills and the ability to engage others in new ideas, able to inspire, challenge and motivate others	•	

Personal Qualities	E	D
Commitment to inclusion and equity	•	
Resilient, adaptable and solutions-focused	•	
Collaborative and relationship-driven	•	

High expectations for all pupils and staff	•	
Willingness to learn	•	
Ability to work flexibly within a team and lead by example.	•	
Have a sense of perspective	•	
Uncompromisingly ambitious for children and young people and their life chances.	•	
Creativity and problem- solving skills	•	
Personal integrity	•	
Recognition of the importance of personal responsibility for health and safety including safeguarding	•	
Commitment to the Trust's ethos, aims and whole community.	•	
Commitment to active engagement with other Trust schools, and to its CPD offer	•	