



JOB PROFILE – Special Educational Needs and Disabilities Coordinator (SENDCo)

Job Title: Special Educational Needs and Disabilities Coordinator (SENDCo)

Location: Stephenson Academy

Salary: [MPS/UPS + SEND Allowance (£5497)]

Contract: [Full Time / Permanent]

Responsible to: Principal

Job Purpose

The SENDCo will provide strategic leadership and operational management of Special Educational Needs and Disabilities (SEND) provision within the school in collaboration with SLT. In a special school context, the SENDCo will ensure that all pupils receive high-quality, personalised education that supports them to achieve their academic potential, develop independence and thrive socially and emotionally.

The SENDCo will ensure the school meets statutory duties under the SEND Code of Practice and supports the national ambition outlined in the schools white paper *Every Child Achieving and Thriving*, which promotes strong inclusive practice and improved outcomes for pupils with SEND.

The role will contribute to the school's self-evaluation and improvement priorities and ensure SEND provision aligns with expectations within the Ofsted Education Inspection Framework, particularly in relation to Inclusion

Key Responsibilities

1. Strategic Leadership of SEND and Inclusion

- Lead the strategic development of SEND provision in co-ordination with SLT across the school.
- Promote a culture of high expectations, inclusion and belonging for all pupils.
- Ensure SEND provision contributes to the school's improvement priorities.
- Work with senior leaders and governors to ensure accountability for outcomes for pupils with SEND.

- Ensure the school meets statutory responsibilities under the SEND Code of Practice and Equality Act.
 - leading the development of specialist pathways within our Special school ensuring that they meet the needs of pupils with complex learning difficulties, autism, physical disabilities or social, emotional and mental health needs.
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2. Quality of Education (Ofsted EIF Alignment)

The SENDCo will work with senior leaders and teachers to ensure that pupils with SEND access a broad, ambitious and appropriately sequenced curriculum.

Key responsibilities include:

- Supporting teachers to adapt curriculum delivery so that pupils with SEND can access learning effectively.
 - Monitoring the implementation of personalised learning programmes and EHCP Targets
 - Ensuring teaching strategies are evidence-based and appropriate for pupils' needs.
 - Working with all leaders to ensure the curriculum meets the needs of pupils with complex SEND.
 - Evaluating the impact of provision on pupil progress, engagement and independence.
 - The SENDCO will lead and contribute to all curriculum development ensuring learning supports communication, independence, life skills and preparation for adulthood.
 - Post holder will be expected to meet the teaching standards in all aspects of the teaching in line with other class teachers
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3. Identification, Assessment and Support Planning

- Lead the monitoring of pupils' needs using the annual review process ensuring that teachers and support staff are well placed to review the EHCP and set appropriate targets and outcomes
- Coordinate and monitor annual reviews of EHCP's, interim reviews and other reviews of need as and when identified
- Ensure all support strategies are clearly implemented and reviewed regularly, including behaviour support plans and risk assessments and **(at AP SEND support plans)**
- Monitor the impact of interventions and support programmes.
- Lead, review, refine and monitor the use of access arrangements where required including ensuring that access arrangements are in place and adhered to where required.

Within a special school this role focuses more on **refining provision and monitoring complex needs**, rather than initial identification.

4. Education, Health and Care Plans (EHCPs)

- Coordinate the implementation of Education, Health and Care Plans across the school.
 - Ensure EHCP outcomes are integrated into curriculum planning and personalised provision.
 - Lead annual review meetings and ensure statutory requirements are met.
 - Monitor provision to ensure pupils receive the support specified in their EHCPs.
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5. Behaviour, Wellbeing and Personal Development (Ofsted Alignment)

- Promote positive behaviour approaches and inclusive practice.
- Ensure appropriate support for pupils with social, emotional and mental health needs.
- Work with staff to develop strategies that promote emotional regulation and wellbeing.
- Support programmes that promote independence, communication and social development.

In a special school setting and/or alternative provision this often includes supporting approaches such as therapeutic practices, structured communication systems and sensory-informed environments.

6. Staff Support and Professional Development

- Provide advice and guidance to teachers and support staff on SEND and inclusive practice.
 - Lead training and professional development relating to SEND strategies.
 - Support teachers in developing adaptive teaching approaches.
 - Contribute to whole-school training and workforce development, by building staff expertise. ensuring that we are well placed to meet the national SEND reforms which emphasise that all teachers are teachers of pupils with SEND,
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7. Multi-Agency Working and Family Partnership

- Work closely with parents and carers to ensure effective partnership and communication.
- Liaise with external professionals including educational psychologists, therapists and health professionals.
- Coordinate referrals and multi-agency meetings where required.
- Ensure external advice is integrated into teaching and support strategies.

8. Monitoring, Evaluation and Accountability (Ofsted Leadership and Management)

- Monitor and evaluate the quality of SEND provision across the school.
 - Track EHCP outcomes for pupils including progress, engagement and wellbeing.
 - Analyse data to inform improvement planning.
 - Report regularly to senior leaders and governors on SEND provision and impact.
 - Contribute to the school's self-evaluation and Ofsted preparation.
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9. Transition and Preparation for Adulthood

- Support effective transitions for pupils entering, moving within and leaving the school.
 - Work with post-16 providers and external services to support transition planning.
 - Promote independence, communication skills and life skills to prepare pupils for adulthood.
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10. Safeguarding

- Work closely with the Designated Safeguarding Lead to ensure safeguarding procedures consider the additional vulnerabilities of pupils with SEND.
 - Ensure staff understand safeguarding issues relating to pupils with communication difficulties, disabilities or complex needs.
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PERSON SPECIFICATION

JOB TITLE: SENDCO

LOCATION: STA

Assessed: A= Application Form, I= Interview.

CRITERIA		E/D	Assessed

Education and qualification	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS). • National Award for SEN Coordination (NASENCo) PRE 2025 or the NPQSENDCo or willingness to complete within the statutory timeframe or working towards 	E E	A A
Experience/ Knowledge	<ul style="list-style-type: none"> • Significant experience working with pupils with SEND. • Strong understanding of SEND legislation and the SEND Code of Practice. • Experience supporting or coordinating EHCP provision. • Ability to lead, motivate and support staff. • Experience working in a special school or specialist provision. • Experience supporting pupils with complex needs such as autism, severe learning difficulties or SEMH. • Experience working with multidisciplinary teams. 	E E E	A/I A A/I A/I A/I
Personal Job-related Skills	<ul style="list-style-type: none"> • Commitment to inclusive education and high expectations for all pupils. • Strong communication and interpersonal skills. • Resilience, empathy and adaptability. • Ability to lead improvement and innovation in SEND practice. • Ability to work under pressure • Team Orientated • Ability to prioritise and meet deadlines • Personally resilient and able to deal with challenging situations • Able to manage challenging behaviour • Able to build effective relationships quickly and engage young people 	E E E E E E E E E E	A/I I I I I I I I I I I/A I/A
Other Requirements	<ul style="list-style-type: none"> • Willingness to be flexible with working hours to respond to Academy needs • Commitment to inclusive education • A full driving licence and access to own vehicle • Physical intervention skills and training 	E E E	I I A A/I I I I

	<ul style="list-style-type: none"> • Commitment to quality and continuous improvement • Commitment to professional standards • Willingness to participate in training opportunities 	E	
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