



SEND Co-Ordinator

Lead inclusion, shape strategy and change lives

Main Purpose of the Role

- To champion inclusive excellence across the school, ensuring that all students—particularly those with SEND—receive high-quality, ambitious provision that enables them to achieve their full academic and personal potential.
- To determine and drive the whole school strategic development of SEND policy, foster a culture of high aspirations, and serve as the school's expert advisor on inclusive pedagogy.
- To direct and develop the SEND team and facilities, supported by a Deputy SENDCo and SEND administrator
- To lead on the co-ordination of specific provision to support individual students with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents/carers and other agencies
- To model excellence through whole class teaching

Key Responsibilities as SENDCo:

Strategic development of SEN policy and provision

- Lead, direct, and have oversight of teaching, learning, and progress through effective inclusion, ensuring SEND provision is intrinsically linked to the School Improvement Plan (SIP).
- Influence the quality of education by driving "quality-first" teaching, providing professional guidance to staff, and ensuring that inclusive practice is embedded in every classroom.
- Build high-value partnerships with parents, external agencies, and internal staff to create a seamless, holistic support network for student achievement.
- Contribute to school self-evaluation, particularly with respect to provision for students with SEN or a disability.
- Make sure the SEND policy is put into practice and becomes lived experience, and its objectives are reflected in the school improvement plan (SIP).
- Liaise with the local authority and other external agencies and maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.

Leadership and management

- Drive an inclusive culture through supporting the school's vision by working closely with SLG to ensure that all pupils have high levels of achievement and self-esteem, irrespective of SEND, background or disability.
- Work with the Headteacher and Trustees 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 Governance Board is required to publish, and produce reports as required by Trustees.
- Share procedural information, such as the school's SEND policy.
- Lead and manage Teaching Assistants (TAs) working with students with SEN or a disability.
- Lead staff appraisals and review staff performance on an ongoing basis.
- Manage the SEND budget and deploy resources effectively

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map.
- Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEND support.
- Be aware of the provision in the local offer and access it as appropriate.
- 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 and produce reports on assessment data for students with SEN or a disability, use this to inform provision and practice.
- Implement and lead intervention groups for students with SEND, and evaluate their effectiveness.
- To liaise with the Examinations Officer and SEND Administrator in charge of Exams Access Arrangements regarding special access arrangements for external and internal examinations.

Support for students with SEN or a disability

- Identify and assess students with special educational needs.
- Co-ordinate provision that meets the student's needs, and monitor its effectiveness.
- Communicate effectively to teaching staff how to support individuals
- Secure relevant services for the student.
- Ensure records are maintained and kept up to date.
- Review the education, health and care plan (EHCP) with parents/carers and the student.
- Liaise with parents/carers regularly to involve them in supporting intervention strategies that may be implemented to support their child by providing information about curriculum, targets, progress and attainment as necessary.
- Provide additional support to students through transitions at all stages, working with Heads of Section and other schools where needed, and providing guidance and information to teaching staff.
- Ensure if the student transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the student.
- Promote the student'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 (LAC), where a looked-after student has SEN or a disability.
- Lead Annual Review meetings for statemented students.
- Ensure that students have an accurate view of what they need to do to improve their performance in all areas of learning through agreed interventions.
- Liaise with the Year Group Leader (YGL) on matters of concern with SEND students' attendance and punctuality.

Safeguarding

- Liaise and collaborate with the Designated Safeguarding Lead (DSL) on matters of safeguarding and welfare for students with SEND.
- Remain alert to the fact that students with SEND may be more vulnerable to safeguarding challenges.

Support for the School

- To contribute to the overall ethos and aims of the Academy.
- To attend meetings and training exercises as directed by your Line Manager.
- To undertake personal development and improve own practice through training and other learning activities including performance management as required.
- To work as part of a team and support the role of other people within the team.
- To act as a role model and to be aware of and to respond appropriately to individual needs.
- To be aware of and comply with policies relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person.
- To provide administration support to the Academy as directed by your Line Manager.

Person Specification

Assessed by Application (A), Interview (I), Lesson Observation (L), Task (T) & Reference (R)

Area		Essential	Desirable	Assessment
Qualifications	• Qualified Teacher Status (this is a requirement under the SEND Code of Practice) • A degree in a relevant subject. • NPQ SENDCo or a willingness to complete it within 3 years of appointment (this is a requirement under the SEND Code of Practice). NASEN qualification accepted if already acquired	✓		A, R, I
Qualifications	• Strong GCSE and A Level results across a wide range of subjects. • A good honours degree in a relevant subject.		✓	A, R, I
Experience	• Experience of working at a whole-school level Involvement in self-evaluation and • development planning • Experience of conducting training • Evidence of successful teaching in a permanent position or on teaching practice. • Using strategies for raising achievement and achieving excellence.	✓		A, R, I
Experience	• A successful track record of preparing students for public exams, including at the highest grades. • Using new technologies to support learning and teaching.		✓	A, R, I
Skills & Knowledge	• A comprehensive knowledge of safeguarding procedures, particularly the potential vulnerability of SEND students • Sound knowledge of the SEND Code of Practice • 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 • Good record-keeping skills	✓		A, I
Skills & Knowledge	• Understanding of assessment and recording. Understanding of what makes 'quality first' teaching, and of effective intervention • Strategies • Access arrangements assessment experience		✓	A, I

Personal Skills & Attributes	• Commitment to getting the best outcomes for students and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for students 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 Awareness of and ability to cope with the wide range of student's ability and expectation. • Ability to take initiative and be flexible. • Willingness to accept delegated responsibility • Ability to help maintain high standards in the department.	✓ ✓		A, R, I
Personal Skills & Attributes	• Contribution to student development through additional activities. • Ability to manage discussions on sensitive issues objectively without allowing personal beliefs to shape the outcome.		✓	A, R, I