



Notre Dame High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Notre Dame High School Job Description

Job Title	SENDCo Special Educational Needs and Disabilities Co-ordinator	
Salary	Leadership L8-12 (£61,534-£67,898 pro rata per annum)	
Purpose of the Job	<p>To provide strategic leadership and operational management of the school's provision for students with Special Educational Needs and/or Disabilities (SEND).</p> <p>While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of students within their classroom.</p>	
Responsible To	Headteacher	
Responsible For	<ul style="list-style-type: none"> • High-quality inclusive practice, • Improved outcomes, • Compliance with statutory requirements (SEND Code of Practice 0–25, Equality Act 2010). • Ensuring High quality professional guidance is given to colleagues, working closely with staff, parents and carers and other agencies • Building strong, collaborative relationships with students, parents and carers, staff and external agencies. 	
Level of Contact with Children & Degree of Responsibility	Level of Contact with Children	High
Level of Contact with Children & Degree of Responsibility	Degree of Responsibility for Children	High
Conditions of Employment	<p>The conditions of employment for teachers are defined in the current School Teachers' Pay and Conditions Document.</p> <p>The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.</p>	

	The postholder will also be expected to endeavour to implement the Notre Dame High School Mission Statement, promoting and supporting the ethos of the school as learning and caring community committed to following Christ's teaching.
--	--

Primary Responsibilities:

1. Strategic Leadership of SEND Provision

- Lead, develop and implement the school's SEND policy and provision strategy.
- Maintain up to date knowledge of national and local initiatives that may affect the school's policy and practice
- Ensure the school meets its statutory responsibilities under the SEND Code of Practice.
- Contribute to the School Improvement Plan, ensuring SEND priorities are embedded.
- Promote an inclusive culture across the school where all students can succeed.
- Advise senior leaders and governors on SEND-related matters.
- Be a key point of contact for external agencies and the Local Authority

2. Identification, Assessment and Provision

- Oversee the identification of students with SEND using a graduated approach (Assess–Plan–Do–Review).
- Ensure accurate and up-to-date SEND records (e.g. SEND Register, provision mapping).
- Coordinate and monitor provision to ensure interventions are effective and evidence-based.
- Ensure compliance with EHCP processes, including annual reviews and liaison with local authorities.
- Analyse SEND data to evaluate impact and inform planning.
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

3. Leadership and Management of Staff

- Line manage SEND staff.
- Plan and deliver training to improve staff understanding of SEND and inclusive teaching strategies.
- Support teachers in adapting the curriculum and teaching approaches.
- Provide staff with an individualised profile of students' needs which inform whole school collaborative planning and meets the individual needs of students across the curriculum.
- Deploy support staff effectively to maximise impact on student outcomes.

4. Teaching and Learning

- Work with Senior and curriculum leaders to ensure adaptive teaching meets the needs of students with SEND.
- Monitor the quality of teaching and learning for SEND students through observations, work scrutiny, and data analysis, (Teachers, trainees and SEND staff)
- Promote high expectations and achievement for students with SEND.
- Support implementation of reasonable adjustments and exam access arrangements (in collaboration with relevant staff).

5. Student Progress, Outcomes and Welfare

- Track and evaluate progress of students with SEND, identifying gaps and barriers.

- Work closely with pastoral teams to support attendance, behaviour and wellbeing.
- Ensure student voice is central to planning and reviewing provision.
- Support transitions (primary to secondary, KS3–KS4, KS4–post-16).

6. Partnership Working

- Build strong relationships with parents/carers, ensuring clear communication and engagement.
- Liaise with external agencies (e.g. educational psychologists, CAMHS, speech and language therapists).
- Act as the main point of contact for SEND with the local authority.
- Represent the school in multi-agency meetings.

7. Safeguarding and Inclusion

- Ensure SEND students are fully supported within safeguarding systems.
- Promote equality of opportunity and eliminate discrimination.
- Ensure compliance with relevant legislation (SEND Code of Practice, Equality Act 2010).

8. Operational and Administrative Responsibilities

- Manage SEND budget effectively and ensure value for money.
- Oversee exam access arrangements in line with JCQ regulations.
- Maintain accurate records and prepare reports for the Senior team and governors.

Additional Responsibilities:

Other duties and tasks as requested by the Headteacher in the light of the school's development and changing priorities.

General Duties

This is in addition to the duties and responsibilities laid down in the national Teachers' Conditions of Service.