

BEECHWOOD PRIMARY SCHOOL

JOB DESCRIPTION

Post title: Assistant SENDCO

Salary: MPS/UPR + TLR2c

Responsible to: Assistant Headteacher - Inclusion

Purpose of the Post

To work closely with the Headteacher and Senior Leadership Team (SLT) to lead, co-ordinate and monitor provision for pupils with Special Educational Needs and Disabilities (SEND), ensuring that all children's needs are identified, understood and met. The postholder will support the day-to-day operation of the school's SEND policy, oversee specific interventions, and contribute to the strategic development of inclusive practice across the school.

Strategic Direction and Development of the School

- Support the Headteacher and Assistant Headteacher for Inclusion in shaping the strategic vision for SEND provision, ensuring it reflects current legislation, best practice and the needs of the school community.
- Contribute to the development, implementation and evaluation of the school's SEND policy, ensuring it is consistently applied and regularly reviewed.
- Analyse data and evidence to identify trends, strengths and areas for development in SEND provision, informing whole-school improvement planning.
- Promote a culture of high expectations, inclusion and equity for all pupils, ensuring SEND is embedded within the school's strategic priorities.
- Work collaboratively with external agencies, the Local Authority and wider partners to support the school's SEND strategy and ensure statutory responsibilities are met.

Teaching and Learning

- Support teachers in planning high-quality, differentiated learning experiences that meet the needs of pupils with SEND.
- Monitor the effectiveness of classroom provision, interventions and support strategies, providing feedback and guidance to staff.

- Contribute to the assessment and identification of pupils with SEND, ensuring early intervention and appropriate support pathways.
- Oversee the implementation and review of Individual Education Plans (IEPs), Provision Maps and support plans, ensuring they are meaningful, measurable and regularly updated.
- Arrange and lead SEN Reviews and School Consultation Meetings, ensuring that pupils, parents and staff are fully involved in the process.
- Ensure that pastoral care systems support the wellbeing, safety and personal development of all pupils, particularly those with additional needs.

Leading and Managing People

- Provide coaching, guidance and professional support to teachers, teaching assistants and support staff to strengthen SEND practice across the school.
- Lead aspects of performance management for staff involved in SEND provision, ensuring high standards of practice and accountability.
- Identify, organise and deliver effective training sessions for staff and parents to raise standards and build confidence in supporting pupils with SEND.
- Foster strong, positive relationships with families, ensuring they feel informed, supported and involved in their child's learning journey.
- Identify families who require support or intervention from the Family Worker team, leading on the creation, implementation and review of action plans to maximise impact.

Other Duties and Responsibilities

- Ensure the implementation of a robust and effective pastoral care policy for all pupils, promoting wellbeing, safeguarding and positive behaviour.
- Provide liaison and co-operation between the school and the Local Education Authority, preparing reports and documentation that enable the authority to fulfil its statutory duties.
- Maintain accurate, up-to-date records of SEND provision, interventions, reviews and communications.
- Contribute to the smooth running of the school by participating in meetings, supporting whole-school events and undertaking duties as required.
- Carry out any additional responsibilities reasonably requested by the Headteacher or SLT that support the effective leadership of SEND provision.

DIMENSIONS:**Financial Resources:** *******Other:****CONTEXT:**

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'

'CVs will not be accepted for any posts based in schools.'

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PERSONNEL SPECIFICATION: ASSISTANT SENDCO

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected.

Desirable (D) :- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

SPECIFICATION	ESSENTIAL	HOW MEASURED	DESIRABLE	HOW MEASURED
Qualifications	Qualified Teacher Status	1, 2, 3	Evidence of ongoing professional development related to SEND, inclusion or safeguarding.	1, 2
	National Award for SEN Coordination (NASENCO) or willingness to work towards it.	1, 2, 3		
Experience	Successful teaching experience across primary phase, with evidence of strong outcomes for pupils with SEND.	1,2	Experience of line-managing or supporting teaching assistants or support staff.	1, 2
	Experience of working with pupils with a range of additional needs, including cognition and learning, communication and interaction, SEMH and physical/sensory needs.	1,2	Experience of delivering training or coaching to colleagues or parents.	1, 2
	Experience of working collaboratively with parents, carers and external agencies.	1, 2	Experience of multi-agency working, including Early Help, Family Workers or Local Authority SEND teams.	1,2
	Experience of contributing to or leading SEND reviews, provision planning or pupil progress meetings	1,2		
Knowledge, Skills & Abilities	Thorough knowledge and a clear understanding of good practice in relation to primary education and inclusive teaching.	1,2, 4	Ability to design and deliver engaging training sessions for staff and parents.	1,2
	Knowledge of effective intervention programmes and how to evaluate their impact.	1,2,4	Confidence in using digital tools for SEND management (e.g., provision mapping software).	1,2
	Understanding of safeguarding principles and the pastoral needs of vulnerable pupils.	1,2		

	<p>Understanding of the importance of high-quality record-keeping and statutory compliance.</p> <p>Awareness of barriers to learning and strategies to overcome them.</p> <p>Knowledge of effective behaviour management strategies</p> <p>A commitment to inclusive educational practice.</p> <p>Ability to analyse data and use it to inform provision and decision-making.</p> <p>Strong communication skills, with the ability to build positive relationships with pupils, staff, families and external professionals.</p> <p>Ability to lead meetings confidently, including SEN Reviews and School Consultation Meetings.</p> <p>Excellent organisational skills, with the ability to prioritise, meet deadlines and manage multiple demands.</p> <p>Ability to coach, support and challenge staff to improve practice.</p> <p>Competence in writing high-quality reports, support plans and action plans.</p>	<p>1, 2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,4</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>		
Personal Qualities	<p>A commitment to inclusion and a belief that all pupils can achieve.</p> <p>Empathy, patience and a child-centred approach.</p> <p>Ability to remain calm under pressure.</p> <p>Ability to maintain confidentiality and professionalism at all times.</p> <p>A commitment to the ethos of the school as a partnership of children, staff, parents, governors and community.</p>	<p>1, 2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>		

Other Requirements	Willingness to work flexibly to meet the needs of pupils and families.	1,2	Willingness to engage in further professional development.	1, 2
	Commitment to safeguarding and promoting the welfare of children.	1,2		

(1 = Application Form 2 = Interview 3 = Proof of Qualification 4 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The postholder will ensure that school policies are reflected in all aspects of his/her work, in particular

those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

Please note if you are shortlisted for this role, an online name search will be undertaken, as per Keeping Children Safe in Education. The purpose of the search is to help identify any incidents or issues that have happened, and are publicly available online, which school might want to explore with you at interview. Further information on how online searches will be undertaken can be found in our schools Recruitment and Selection Policy.

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