

Job Description and Person Specification



Job details			
Job title	SENCO/Teacher - Qualified		
School	Wensum Junior School		
Location	Turner Road, Norwich, NR2 4HB		
Hours per week	32.5	Weeks per annum	All year round
Grade & Salary	From MPS 4		
Responsible to	The Headteacher		
Responsible for			
Effective date	September 2026		

Purpose of the Role

The Special Educational Needs Coordinator (SENCO) plays a vital role in supporting the inclusion and achievement of pupils with special educational needs and disabilities (SEND) across the primary age range. The SENCO will lead on identifying needs, coordinating targeted support, and working collaboratively with staff, families, and external professionals to ensure every child receives the help they need to thrive. The SENCO is expected to safeguard and promote the welfare of children and uphold the school's policies and staff code of conduct at all times.

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As a class teacher, you will create a positive, inclusive learning environment where children are inspired, challenged, and supported to reach their full potential. The purpose of this role is to provide high-quality teaching and learning that supports the achievement, progress, and well-being of all pupils.

You will take responsibility for the learning and development of pupils in your care, working closely with colleagues, parents/carers, and external partners to meet individual needs. You will demonstrate professionalism in your teaching practice, uphold the highest standards of behaviour and conduct, and contribute to a strong team ethos within the school.

You will carry out your duties in line with the Teachers' Standards and the School Teachers' Pay and Conditions Document, maintaining a strong focus on safeguarding, promoting children's well-being, and upholding the values and expectations of the school community.

Job Description – Main Duties and Responsibilities

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision

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- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement and development plan (SIDP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- 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 assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Apply for SEN funding using the INDES and IPSEF processes
- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil'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, where a looked-after pupil has SEN or a disability
- Work with the headteacher and governors 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 governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability

Teaching, learning and assessment

- Plan and teach well-structured lessons to assigned classes, following the school's curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes

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- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for external tests
- Fully support the inclusion of all pupils through SEND support plans (or equivalent) working closely with external agencies and specialists within school where appropriate

Behaviour and safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly in line with school policy
- Manage classes effectively, using approaches which are appropriate to pupils' needs to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document

Team working and collaboration

- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
 - Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
 - Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
 - Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document
 - Work collaboratively with others to develop effective professional relationships
 - Communicate effectively with parents/carers regarding pupils' achievements and well-being using school systems/processes as appropriate
 - Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Safeguarding and Health and safety

- Evolution Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Therefore, we will conduct pre-employment checks, including a social media search. This post will come under the requirements of the Childcare (Disqualification) 2009 Regulations, and a successful applicant would be required to complete a declaration form to establish whether they are disqualified under these regulations. An enhanced DBS check will be required
- Promote the safety and wellbeing of pupils, and help to safeguard pupils by keeping up to date with relevant safeguarding guidance and practice, including Keeping Children Safe in Education and Working Together to Safeguard Children

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<ul style="list-style-type: none"> • Job holders must ensure that they have read, understood and act in accordance with current school policies, particularly those intended to protect children and employees, for example, health, safety, welfare, safeguarding and inclusion • Respond appropriately to safeguarding and child protection concerns, following school procedures and reporting promptly to the DSL • Adhere to all health & safety regulations and requirements, taking necessary action to ensure a safe working and learning environments for all children, colleagues and visitors • Promote a culture of vigilance and openness where pupils and staff feel safe and confident to raise concerns
Professional Development
<ul style="list-style-type: none"> • Keep own knowledge and understanding relevant and up to date by reflecting on own practice, liaising with manager to identify relevant professional development to improve personal effectiveness • Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role • Take part in the school's appraisal procedures • Follow all Trust and School policies, including the staff code of conduct
Supporting the work of our Trust
<ul style="list-style-type: none"> • Support our vision, mission and values, as well as our principled ways of working • Be a professional role model, promoting the aims of our Trust whilst also providing a critical and supportive lens • Develop and maintain strong working relationships with EAT colleagues and contribute to collaborative working across schools • Attend and engage in regular professional training, seek support from other leaders and share best practice across our EAT community • Contribute to our 'One Trust' approach, seeking further opportunities to celebrate the work of our staff teams

Person Specification	
Essential	Desirable
Qualifications	
<ul style="list-style-type: none"> • Qualified teacher status • Relevant Degree • Safeguarding Training 	<ul style="list-style-type: none"> • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment • Primary teaching experience • Subject Leadership (foundation or core)
Experience	
<ul style="list-style-type: none"> • Teaching experience • Experience of working at a whole-school level • Experience of conducting training/leading INSET • Experience of teaching in EYFS, KS1 or KS2 • Evidence of recent and ongoing professional development 	<ul style="list-style-type: none"> • Experience working as a SENCO or in a similar leadership role within a primary school • Proven track record of supporting pupils with a range of SEND needs • Experience of working collaboratively with parents, carers, and external agencies • Experience in developing and implementing EHCPs (Education, Health and Care Plans) • Experience in staff training or delivering CPD related to SEND

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	<ul style="list-style-type: none"> • Experience of working in more than one key stage
Skills/knowledge	
<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies • 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 • An excellent knowledge and understanding of the National Curriculum • The ability to plan creative and interesting learning opportunities for pupils • Ability to use assessment strategies, identify next steps in learning and deliver lessons which meet the needs of all pupils, including the more able and those with SEND • Proven successful behaviour management strategies • The ability to develop positive working relationships with pupils • A commitment to further training to improve teaching and learning and personal skills • The ability to work positively as an effective member of a team with a range of colleagues • High levels of emotional intelligence • Good literacy and communication skills 	<ul style="list-style-type: none"> • Data analysis skills and the ability to use data to inform provision planning • Confident in using digital tools to manage SEND records and provision • Skills and/or experiences that would contribute to the school’s extended school opportunities
Personal Qualities	
<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils 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 	<ul style="list-style-type: none"> • Organised and able to manage multiple priorities • Passionate about inclusion and equal opportunities
General information	

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- This job description details the main outcomes required and will only be updated to reflect **major changes** that impact on the outcomes of the job. It may be amended at any time in consultation with the postholder
- All work performed/duties undertaken must be carried out in accordance with relevant, Trust and Local Authority policies and procedures, within legislation, and with regard to the needs of our stakeholders and the diverse community we serve
- Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management. This Job Description is not an exhaustive list

Signed: Job Holder		Signed Manager:	
Print Name:		Print Name:	
Date:		Date:	