

Job Description: Special Educational Needs Co-ordinator (SENDCo)

Reports to: Deputy Head (Inclusion)

Contract: Permanent

Grade/Salary: DMS/UPS3 + TLR 2B – 1D (Salary and grade will be determined by professional qualifications and experience. Applicants who are not yet qualified but are willing to work towards the required qualification will be considered.)

Key Purpose of the Role

The SENDCo is the strategic and statutory lead for Special Educational Needs and Disabilities (SEND) across the school. The postholder is responsible for ensuring high-quality, inclusive and legally compliant SEND provision in line with the SEND Code of Practice (2015).

The SENDCo provides professional leadership and oversight of SEND policy and practice, working closely with senior leaders, trustees, staff, families and external agencies. The role makes a significant contribution to whole-school inclusion, safeguarding and wellbeing, ensuring that students with SEND are supported to access learning, develop independence and achieve positive outcomes.

Key Responsibilities

Strategic Leadership and Statutory Responsibilities

- Fulfil the statutory duties of the SENDCo as outlined in the SEND Code of Practice (2015).
- Lead the strategic development, implementation and review of the school's SEND policy and provision.
- Advise the Headteacher and governing body on SEND priorities, compliance and improvement.
- Ensure the school meets its duties under the Children and Families Act 2014 and Equality Act 2010.
- Contribute to the school's self-evaluation, improvement planning and accountability processes in relation to SEND.

Identification, Assessment and Provision

- Lead the identification, assessment and ongoing monitoring of students with SEND using the graduated response (Assess-Plan-Do-Review).
- Ensure effective, appropriate support is in place for students at SEND Support and those with Education, Health and Care Plans (EHCPs).
- Lead, coordinate and quality-assure statutory SEND processes, including EHCP requests, annual reviews and engagement with external professionals.
- Maintain oversight of provision mapping to ensure effective and efficient use of resources.
- Oversee the implementation of targeted interventions and evaluate their impact on student progress and wellbeing.

Teaching, Learning and Outcomes

- Promote high-quality, inclusive teaching and the consistent use of reasonable adjustments across the school.
- Support and challenge staff to meet the needs of learners with SEND in mainstream classrooms.
- Use data, evidence and professional judgement to monitor progress, evaluate provision and improve outcomes for students with SEND.

- Ensure appropriate access arrangements, exam concessions and specialist support are in place where required.

Staff Leadership and Professional Development

- Lead and line manage SEND and inclusion staff, including the SEND Support Leader, Literacy Specialist, learning support assistants and specialist intervention staff.
- Ensure high-quality, consistent SEND provision through clear expectations, professional development and quality assurance.
- Provide guidance, coaching and training to staff on inclusive practice, SEND needs and statutory responsibilities.
- Support the wellbeing and professional development of members of the SEND team.

Communication and Partnership Working

- Develop and maintain positive, professional relationships with parents and carers, ensuring clear, timely and supportive communication.
- Act as the main liaison with external agencies, including Educational Psychologists, health services and local authority teams.
- Represent the school at SEND-related meetings, reviews and multi-agency forums.
- Act as an internal consultant, working closely with faculty leaders, pastoral teams, and attendance and welfare teams to meet the needs of students with SEND.
- Support Trustees in fulfilling SEND and safeguarding responsibilities by contributing professional reports and attending meetings as required.

Safeguarding and Inclusion

- Promote an inclusive school culture with high expectations for students with SEND.
- Ensure SEND practice aligns with safeguarding, equality, and confidentiality and data protection policies.
- Contribute to whole-school safeguarding and wellbeing systems, ensuring that the needs of vulnerable learners are identified and addressed.

Professional Requirements

- Qualified Teacher Status (QTS) or appropriate professional background, as applicable.
- Hold, or be willing to work towards within statutory timeframes, the National Award for SEN Coordination (NASENCo).
- Strong knowledge of SEND legislation, statutory guidance and evidence-based inclusive practice.
- Commitment to equality, inclusion and safeguarding.

This role makes a significant contribution to whole-school inclusion and safeguarding by providing clear strategic leadership of SEND provision and ensuring that students with Special Educational Needs and Disabilities are supported to access learning, develop independence and achieve positive outcomes.

As a member of the school's extended leadership structure, the SENDCo plays a critical role in shaping inclusive practice, improving teaching and learning, and ensuring statutory compliance across the school.