



**JOB DESCRIPTION – Special Needs Co-ordinator - SENCo
(Teacher with TLR 2b)**

Responsible to: Headteacher

Grade: MPS + SEN allowance + TLR 2b

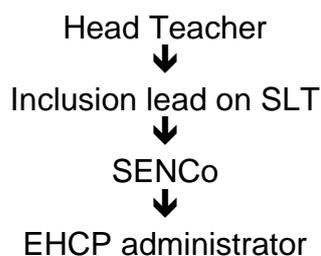
As SENCo the teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions document (STPCD)
- Meet the expectations set out in the Teachers' Standards
- Assist in the smooth running of the school at all times

Purpose of the Role

1. To provide operational leadership for statutory SEND processes within a large special school, supporting the Assistant Headteacher – Inclusion in securing high-quality, compliant and impactful provision for all pupils.
2. The postholder will lead the Annual Review process, ensure the integrity and alignment of EHCP documentation. Alongside the Assistant Head for Inclusion, they will oversee funding applications and provision mapping, and evaluate the impact of High Needs funding.
3. The SENCo will teach for one day per week, modelling high-quality practice and maintaining direct engagement with pupils, ensuring that SENCo decisions are grounded in classroom reality.

Organisation Chart



Core Responsibilities

1. Teaching Commitment (1 day per week) (20%)

- Deliver high-quality teaching in line with school expectations.
- Model inclusive, adaptive practice for pupils with complex SEND.
- Use assessment effectively to inform provision planning.

2. Leadership of Annual Reviews & Statutory Compliance (up to 60 %)

- Lead and chair Annual Review meetings in accordance with the SEND Code of Practice (2015) and statutory timelines.
- Ensure 100% compliance with statutory and local authority requirements.
- Quality assure teacher reports to ensure they are evaluative, outcome-focused and clearly linked to EHCP outcomes.
- Facilitate meaningful pupil voice within the review process.

- Ensure timely submission of all documentation and maintain audit-ready records.

3. EHCP Quality Assurance & Alignment (5%)

- Ensure Sections B (needs) and F (provision) are clearly aligned, specific and legally robust.
- Update EHCP documentation following reviews to ensure needs are current and provision remains relevant.
- Ensure provision is accurately described, costed and implemented.
- Monitor the fidelity of provision delivery across the school.

4. Funding, Provision Mapping & Value for Money (10%)

- Collate and submit funding requests for EHCPs.
- Produce clear and costed provision maps linked directly to identified needs.
- Review the impact of funding allocation to ensure strong value for money.
- Conduct data analysis to evaluate pupil progress and the effectiveness of provision.
- Present findings clearly to senior leaders and, where required, local authority panels.
- Apply relevant legislation to funding applications and provision mapping.

5. Collaboration (5%)

- Work in close partnership with the Assistant Headteacher – Inclusion to support whole-school SEND strategy.
- Collaborate with the SEND Administrator to ensure statutory timelines and documentation are met.
- Support staff development in high-quality EHCP writing and provision planning.

Accountability

The postholder is accountable for:

- Full statutory compliance of Annual Reviews.
- Quality assurance of EHCP documentation.
- Accurate and timely funding submissions.
- Clear evidence of impact and value for money.
- Maintaining high standards of classroom practice during teaching commitment.

DIMENSIONS:

Supervisory Management: leading class team; working with EHCP administrator

Financial Resources: n/a

Physical Resources:

Classroom/department materials, equipment and resources; office equipment.

Physical Effort:

Main role – minimal physical effort – office and meeting based.

Teaching role - Staff are required to participate in lessons and activities with the students e.g.

PE, community trips and visits, gardening, swimming therefore a reasonable level of fitness is required. The job may involve the hoisting of students and moving equipment.

Staff may have to provide physical support at times in instances where students present physically challenging behaviours. Training will be provided where necessary.

Working Environment:

There could be the requirement to support students with personal care. There may be the requirement to deal with vomit or bodily fluids when children who are unwell. All staff work in teams and will be supported by/support colleagues when undertaking administration of medication, or feeds, or personal care for students.

Context

All 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. They are required to support and follow all relevant school policies including those for behaviour and child

protection. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. They should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved assisting pupils for whom English is an additional language

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.

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

It is an offence to apply for a role working in regulated activity if you are barred from working with children.

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.

A CV alone will not provide adequate information and will not be accepted for any posts based in schools. Candidates are required to explain how they meet the essential criteria in full by completion of the application form.

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's 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 (2018)

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.

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics of 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 <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
ATTRIBUTES	ESSENTIAL	HOW MEASURED	DESIRABLE	HOW MEASURED
Education and training	<ul style="list-style-type: none"> Qualified Teacher Status (QTS). National Professional Qualifications for SENCos (or similar) or commitment to achieve this. 	1,4 1,4	<ul style="list-style-type: none"> Evidence of continued professional development in SEND, inclusion or leadership. 	1,4
Experience	<ul style="list-style-type: none"> Significant teaching experience including working with students with SEN Experience of leading Annual Review meetings. Experience of quality assuring EHCP documentation. Experience working collaboratively with parents/carers and multi-agency professionals. 	1,2 1,2 1,2,5 1,2	<ul style="list-style-type: none"> Teaching experience in a special school context with learners with severe or profound learning difficulties and additional needs Experience of preparing/submitting funding applications for Local Authority panels. Experience of supporting or coaching colleagues in EHCP writing or inclusive practice. 	1,2 1,2 1,2
Skills and knowledge	<ul style="list-style-type: none"> Strong knowledge of the Children and Families Act (2014) and SEND Code of Practice (2015). Strong understanding of EHCP statutory requirements, including alignment of Sections B and F. Ability to meet statutory timelines and manage complex caseloads effectively. High-level written communication skills, particularly in drafting legally robust documentation. Ability to align provision clearly to identified needs and cost accurately. Ability to chair meetings confidently and constructively 	1,2 1,2 1,2 1,2,5 1,2 1,2	<ul style="list-style-type: none"> Knowledge of High Needs funding systems and local authority processes. Experience of using provision mapping software or SEND management systems. 	1,2 1,2
Personal qualities	<ul style="list-style-type: none"> Highly organised, detail-oriented and able to prioritise competing demands. Resilient, solution focused and calm under pressure. Professional integrity and discretion. Collaborative approach with confidence to challenge where necessary. Committed to securing the best outcomes for pupils with complex SEND. 	1,2,5 1,2 1,2 1,2 1,2	<ul style="list-style-type: none"> Reflective and committed to continuous improvement. 	1,2

Competencies	<p>Commitment and experience of effective safeguarding practice</p> <p><i>Ability to keep students and staff safe. This includes demonstrating the following:</i></p> <ul style="list-style-type: none"> • appropriate motivation to work with young people • ability to form appropriate relationships with young people • emotional resilience in working with challenging behaviours • appropriate attitudes to use of authority and maintaining discipline. 		<ul style="list-style-type: none"> • 	
Equality Issues	<ul style="list-style-type: none"> • Demonstrable commitment to promoting equality, diversity and inclusion. • Ability to advocate effectively for vulnerable pupils 	<p>1,2</p> <p>1,2</p>	<ul style="list-style-type: none"> • Experience working with pupils from diverse cultural and socio-economic backgrounds. 	<p>1,2</p>
Specialist Knowledge	<ul style="list-style-type: none"> • Secure understanding of complex SEND needs and personalised provision planning. • Knowledge of multi-agency working and statutory processes linked to EHCPs. 	<p>1,2</p> <p>1,2</p>	<ul style="list-style-type: none"> • Specialist knowledge in a particular area of need (e.g. Autism, PMLD, SEMH, speech and language needs) 	<p>1,2</p>
Other Requirements	<ul style="list-style-type: none"> • Commitment to supporting the wider work of the school 	<p>1,2</p>		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)