

## Special Educational Needs Coordinator (SENCo)

The SENCo plays a central role in shaping and overseeing the provision for pupils with special educational needs and disabilities (SEND). Working in close collaboration with the Assistant Principal for SEND/Inclusion, senior leaders, and teaching staff, the SENCo is responsible for the strategic direction, development, and daily coordination of SEND provision, with the ultimate aim of improving outcomes for all learners with additional needs.

### Core Purpose

- Lead the strategic development of the academy's SEND provision
- Oversee the day-to-day implementation of SEND strategies across the school.
- Monitor, evaluate, and enhance the achievement and progress of pupils with SEND.
- Support staff in delivering inclusive and effective teaching.

### Key Areas of Responsibility

#### 1. Strategic Direction of SEND Provision

- Support the senior leadership team and governors in the formulation and review of the academy's SEND strategy.
- Ensure SEND priorities are integrated into the school development plan.
- Analyse pupil data and evaluate the impact of interventions to inform future planning.
- Provide informed recommendations on resource allocation to support SEND outcomes.
- Liaise effectively with parents, external agencies, and other schools to ensure cohesive provision and continuity of support.
- Maintain strategic oversight of the Specialist Resource Provision (SRP), including line management of the SRP Lead.

#### 2. Teaching and Learning

- Promote effective teaching strategies tailored to pupils with SEND.
- Collaborate with staff to identify learning needs and ensure appropriate assessment, planning, and review processes are in place.
- Support the implementation and monitoring of personalised targets, including IEPs and other support plans.
- Interpret specialist assessment data to refine and personalise teaching approaches.

- Work across teams to maintain high expectations and equitable learning experiences for all pupils.
- Advise on teaching tools, resources, and technologies to support specific needs.

### **3. Leadership and Staff Development**

- Provide expert guidance and support to staff to ensure effective inclusive practice.
- Contribute to whole-school professional development, including INSET sessions and targeted training.
- Maintain regular communication with leadership and governors regarding the evaluation of SEND provision.

### **4. Management of Resources**

- Advise on the effective use of SEND funding and staffing.
- Coordinate and maintain SEND-specific resources and evaluate their impact on pupil progress.
- Ensure clear and accurate documentation is completed and shared appropriately with stakeholders.

### **5. Annual Reviews and Statutory Duties**

- Coordinate the full schedule of Annual Reviews for pupils with Education, Health and Care Plans (EHCPs).
- Attend and, where appropriate, chair Annual Review meetings in collaboration with families and professionals.

## **Professional Expectations**

This job description outlines the general duties and responsibilities of the post but does not specify the time allocation or detailed working methods for each. Duties may evolve in line with the changing needs of the academy, and the description will be reviewed at least annually in consultation with the post holder.

Flexibility and collaboration are key aspects of the role. The SENCo is expected to contribute to the wider leadership of the school and support the development of inclusive practice across all departments and phases.

## **Safeguarding and Pupil Welfare**

All responsibilities must be carried out in line with the Trust's safeguarding policies. The SENCo plays an essential role in promoting a safe, supportive environment for all pupils, especially those who may be more vulnerable due to their individual needs.

Staff are expected to understand the indicators of abuse and neglect, and to take prompt, appropriate action where concerns arise. All members of staff must be familiar with the latest [Keeping Children Safe in Education](#) guidance and engage with annual safeguarding training.

## Person Specification – SENCo

This section outlines the essential and desirable attributes expected for the role of Special Educational Needs Coordinator (SENCo).

### Qualifications and Training

#### Essential:

- A degree in a relevant subject area.
- Qualified Teacher Status (QTS), recognised by the Department for Education.
- Evidence of recent and ongoing professional development related to SEND or inclusion.

#### Desirable:

- National Award for SEN Coordination (or a willingness to complete this within the statutory timeframe).
- Further training or accreditation in areas such as Autism Spectrum Disorders (ASD), Speech and Language, SEMH, or Dyslexia.
- Professional development linked to leadership, coaching, or mentoring.

### Experience

#### Essential:

- Direct experience supporting pupils with a range of special educational needs within a school setting.
- Proven ability to work effectively with colleagues, parents, external professionals, and multi-agency teams.
- Experience of using assessment to identify needs and inform personalised provision.
- Track record of supporting improved outcomes for pupils with SEND.
- Experience of contributing to staff development and sharing inclusive practice.

#### Desirable:

- Previous experience as SENCo or Inclusion Lead, ideally in more than one school.
- Involvement in managing or supporting a Specialist Resource Provision (SRP) or other specialist setting.
- Familiarity with coordinating or chairing Annual Reviews and supporting the implementation of EHCPs.
- Participation in whole-school improvement work linked to inclusion, pastoral support or SEND.

## Professional Knowledge, Skills and Understanding

### Essential:

- Thorough knowledge of the SEND Code of Practice and relevant legislation.
- Ability to interpret and use data to evaluate impact and plan future provision.
- Strong understanding of effective strategies for supporting diverse learning needs.
- Confident communicator, both verbally and in writing, with a range of audiences.
- Experience of developing and reviewing Individual Education Plans (IEPs), support plans or equivalent.

### Desirable:

- Experience using digital systems to support SEND provision, such as Provision Map, Edukey, or CPOMS.
- Understanding of whole-school approaches to trauma-informed or restorative practices.
- Experience delivering training or workshops to colleagues or parents.
- Knowledge of accessibility planning and equality duty requirements in education.

## Leadership and Management

### Essential:

- Capable of analysing pupil-level and whole-school data to identify trends and inform planning.
- Understanding of how to ensure high-quality curriculum provision that meets the needs of all learners.
- Able to model integrity, build credibility, and form positive professional relationships.

### Desirable:

- Involvement in school self-evaluation or inspection processes relating to SEND.
- Experience leading cross-school initiatives or contributing to Trust-wide SEND development.
- Participation in local authority or national SEND forums, working groups, or networks.

## Personal Qualities and Attributes

The role requires an individual who is **approachable, empathetic, and professional** in all interactions. A strong **commitment to inclusion** and the **belief that every pupil can thrive** lies at the heart of their practice. They will demonstrate **resilience** and **adaptability**, particularly when managing complex or high-pressure situations, and possess a **calm, solution-focused approach**. Strong **organisational skills** are essential, as is the ability to balance strategic thinking with attention to detail. The SENCo should be **confident in supporting and influencing colleagues**, with the interpersonal skills to build positive relationships across the school community. A **reflective and open mindset** is important, alongside a willingness to seek out opportunities for **continuous learning**.

**Ideally, they will also bring a track record of motivating others, implementing effective systems, and helping to shape a culture of collaboration and high expectations.**

