

ST ANDREW'S COFE PRIMARY SCHOOL

Growing and learning together with God

Special Educational Needs and Disabilities Coordinator

Job details

Job title: Special educational needs and disabilities co-ordinator (SENDCo)

Salary: MPS/UPS £22,722 - £32,490 with SEN Allowance

Hours: 0.6, days TBC

Contract type: part-time, permanent, September 2026 (or sooner)

Reporting to: Assistant Head

Responsible for: Specific Purpose Support staff

Main purpose

The SENDCo, under the direction of the head teacher, will:

- 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

The SENDCo will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

Duties and responsibilities

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Operation of the SEN policy and co-ordination of provision

- 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
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- 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 with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that 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

Leadership and management

- Work with the head teacher 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
- Lead and manage teaching assistants working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis
- Lead a curriculum area

Teaching

- Plan and lead a curriculum area
- Set and mark work, promoting the achievement of all pupils
- Prepare, mark and assess work according to school policy

Other Activities

- Foster the growth of the whole child – spiritually, intellectually, socially, emotionally and physically
- Provide guidance and advice to pupils on educational and social matters and keep relevant records and reports.
- Make records and reports on the personal and social needs of the pupils.
- Communicate effectively and efficiently with parents.
- Communicate and co-operate with Governors and /or partners outside of school.
- Promote Equal Opportunities throughout all aspects of school life
- Set appropriate standards of dress, language and behaviour

Assessment and Reports

- Set appropriate standards of dress, language and behaviour
- Mark/give feedback, in a timely manner, on work set in school and for homework so the learners know how to improve.
- Provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils
- Assess, record and report on the development, progress and attainment of pupils on at least a termly basis
- Set personal targets for pupils based upon prior attainment and discuss with pupils and parents
- Make accurate and productive use of assessment when planning and delivering lessons
- Participate in arrangements for preparing pupils for end of year assessments, as appropriate, and administer these in accordance with whole school requirements
- Record and report on assessments in line with the school's termly schedule

Behaviour, Health and Safety

- Manage behaviour effectively and in line with school policy to ensure a good and safe learning environment both on and off site
- Seek approval from the Head Teacher for all offsite visits and complete the appropriate risk assessments in advance
- On a daily basis ensure teaching resources, learning environment and storage of equipment is managed to ensure children are not put at risk
- Maintain good order and discipline among the pupils utilising systems set up in the school
- Safeguard their health and safety and those of their pupils both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

Subject Leaders

- Know the standards and quality of practice in their subject of responsibility through regular book scrutiny, learning walks and gathering of assessment data
- Ensure appropriate and sufficient resources are available in all key stages
- Contribute to the professional development of other teachers and non-teaching staff
- Implement an annual subject action plan and hold a subject knowledge staff meeting
- Update subject specific policy to reflect current practice
- Prepare a written standards report for the Governing Body annually

Meetings

- Participate in meetings, such as staff meetings, which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements
- Participate in meetings arranged for any of the above purposes.
- Attend statutory moderation and offsite INSET, at the request of the Head Teacher
- Communicate and consult with the parents of pupils within the school day and at Parents' Evenings

Administration and Miscellaneous

- Participate in administrative and organisational tasks related to such duties as are described above, including the supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.
- Attend assemblies, registering the attendance of pupils and supervising pupils whether these duties are to be performed before, during or after the school sessions.
- contribute to constructive team-building amongst teaching and non-teaching staff

- act with professional integrity at all times
- be familiar with and support the school's vision and Christian values

Accountability and Performance

- Participate in performance management and regularly review own practice, setting personal targets and taking responsibility for own professional development
- Take responsibility for performance and act on feedback provided from line manager and colleagues
- Attend relevant training as requested to update knowledge and skills

The SENDCo will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENDCo will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Head Teacher.

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> ➤ Qualified teacher status ➤ National Award for SEN Co-ordination, or a willingness to complete the NPQSEN within 3 years of appointment ➤ Degree
Experience	<ul style="list-style-type: none"> ➤ Teaching experience of a minimum of 5 years ➤ Experience of working at a whole-school level ➤ Involvement in self-evaluation and development planning ➤ Experience of conducting training/leading INSET ➤ Experience of managing performance/holding others to account
Skills and 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 ➤ Good record-keeping skills ➤ Ability to plan, organize and prioritise ➤ Ability to be proactive and respond calmly under pressure ➤ Willingness to learn new skills

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 ➤ Commitment to acting with integrity, honesty, loyalty and fairness to safeguard the assets, financial probity and reputation of the school ➤ Commitment to professional development ➤ Ability to work under pressure and prioritise effectively ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding and equality ➤ Ability to relate to children, adults and parents ➤ Sense of humour ➤ Sympathy with the aims and ethos of a Church of England School
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Notes:

The Post Holder must be aware of the confidential nature of the work required.

The Post Holder will be expected to undertake such other tasks that are commensurate with the general level of responsibility and scope of the post, as may be decided by the Head Teacher or Governing Body in the context of the school's changing needs.

An annual review will provide the post holder with the opportunity to reflect formally on his/her performance and development needs. This job description may be amended at any time after consultation with the post holder.

Last review date: March 2026

Next review date: September 2027

Head teacher/line manager's signature:

Date:

Post holder's signature:

Date: