

# SENDCo

**Salary:** MPS/UPR plus TLR 2

**Contract type:** Permanent

**Reporting to:** Assistant Headteacher for Inclusion

## Main purpose

### The Inclusion Leader (SENDCo) will:

Champion inclusion and the achievement of students with SEND across the school.

Work alongside the inclusion leadership team and lead the strategic development of SEND and Inclusion policy and provision.

Ensure high-quality, adaptive classroom practice so that all students experience Quality First Teaching.

Be a visible, student-facing leader, working directly with students, families, and staff to remove barriers to learning.

Provide professional guidance to colleagues and lead the development of inclusive pedagogy across the academy.

## Key Responsibilities

### Strategic Leadership

- Develop and implement the school's SEND and Inclusion strategy, working alongside the inclusion leadership team to align with the schools priorities and the Academy Improvement Plan.
- Maintain an accurate SEND register and provision map, ensuring effective tracking of interventions and impact.
- Use data to identify gaps, monitor progress of SEND and disadvantaged students, and drive improvements.

### Quality First Teaching

- Lead professional development for staff to ensure adaptive and responsive teaching strategies are embedded in every classroom.
- Promote inclusive classroom practice through coaching, lesson visits, and practice clinics.
- Ensure student passports and seating plans are used effectively to meet student needs.
- Model high-quality teaching and provide support to colleagues in developing subject-specific strategies for SEND learners.

### Student Focused

- Build strong, trusting relationships with students, ensuring they feel listened to, supported, and challenged to succeed.
- Work directly with students to review EHCP targets, create personal learning plans, and ensure their voice is central to provision.
- Have strategic oversight of targeted interventions (literacy, numeracy, social/emotional) and evaluate impact.
- Promote student well-being, inclusion, and participation in all aspects of school life.

### Working with Staff, Families, and External Agencies

- Working alongside the inclusion leadership team, provide clear guidance and support to colleagues on strategies for SEND students.
- To be a key point of contact for parents/carers regarding SEND provision, maintaining positive and proactive relationships.

- Ensure smooth transitions for SEND students at all key stages

#### Leadership & Management

- Lead and line-manage the members of the inclusion team, ensuring performance management, CPD, and development opportunities.
- Deliver high-quality CPD and INSET for teaching and support staff on inclusive practice.
- Monitor and evaluate the effectiveness of SEND provision, alongside the inclusion leadership team, reporting regularly to SLT.
- Contribute to whole-school self-evaluation and improvement planning, ensuring SEND and inclusion remain at the heart of strategy.

#### Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

A full time teacher has an allocation of 90% contact time. This TLR provides additional capacity that will be agreed and reviewed at least annually to meet the needs of students and the school.

### General duties and areas of responsibility

#### Teaching

- Plan and teach well-structured lessons to assigned classes, following the school's plans, 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 that inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Develop and demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for external tests

#### Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Provide cover, in rare and unforeseen circumstance that another teacher is unable to teach

#### Health, safety and discipline

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

#### Professional development

- Take part in the school's appraisal procedures
- Take part in training and development to improve quality of teaching and ability to complete the role to a high standard
- Where appropriate, take part in the appraisal and professional development of others

## Communication

- Communicate effectively with pupils, parents and carers
- Develop effective professional relationships with colleagues
- Collaborate and work with colleagues and other relevant professionals within and beyond the school

## Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

All colleagues 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, this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out.

## Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<p>Essential:</p> <ul style="list-style-type: none"><li>• Qualified Teacher Status (QTS).</li><li>• National Award for SEN Coordination (NASENCO)</li><li>• Experience of leadership in SEND and Inclusion.</li><li>• Excellent knowledge of SEND Code of Practice, EHCP processes, and statutory responsibilities.</li><li>• Evidence of improving outcomes for SEND students through classroom practice and interventions.</li><li>• Strong interpersonal and communication skills — able to work with students, parents, staff, and external professionals.</li><li>• Commitment to promoting inclusive, restorative, and trauma-informed practices.</li></ul> <p>Desirable:</p> <ul style="list-style-type: none"><li>• Experience of leading CPD and improving classroom practice across a school.</li><li>• Strong knowledge of SEMH needs and effective behaviour for learning strategies.</li><li>• Evidence of building positive student and parent voice into strategic planning.</li><li>• Experience in multi-agency working and managing external partnerships.</li></ul>
<b>Skills and knowledge</b>	<p>Good knowledge of legislation and guidance on curriculum requirements</p> <p>Outstanding classroom practice, constantly showing a positive and resilient approach to pupils and staff</p> <p>Excellent communication and organisational skills</p> <p>Knowledge of effective teaching and learning strategies</p> <p>A good understanding of how children learn</p> <p>Ability to adapt teaching to meet pupils' needs</p>

	<p>Ability to build effective working relationships with pupils</p> <p>Knowledge of guidance and requirements around safeguarding children</p> <p>Knowledge of effective behaviour management strategies</p> <p>Good IT skills, including previous use of school systems such as MIS and safeguarding systems.</p> <p>Effective communication and interpersonal skills</p> <p>Ability to communicate a vision and inspire others</p> <p>Ability to build effective working relationships with staff and other stakeholders</p>
<b>Personal qualities</b>	<p>High expectations for all pupils and belief in bringing out the best in all</p> <p>Commitment to upholding and promoting the ethos and values of the school</p> <p>Commitment to always act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school</p> <p>Ability to work under pressure and prioritise effectively</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to equity</p>