

**Date:** September 2025

**Job Title:** SENCO

**Responsible to:** Line Manager/Assistant Headteacher

**GRADE:** MPS-UPS2, SEN1 plus TLR2

## **1. PURPOSE OF THE JOB**

To assist in the support and inclusion of children with Special Educational Needs/diverse learning needs within a Special Needs School.

The SENCO, under the direction of the headteacher, will:

1. Determine the strategic development of special educational needs (SEN) policy and provision in the school
2. Be responsible for day-to-day operation of the SEN policy and coordination of specific provision to support individual pupils with SEN or a disability
3. Provide professional guidance to colleagues, working closely with staff, parents and other agencies
4. The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

## **2. MAIN AREAS OF RESPONSIBILITY**

### **Supporting the Pupil**

1. Coordinate provision that meets the pupil's needs, and monitor its effectiveness
2. Secure relevant services for the pupil
3. Ensure records are maintained and kept up to date
4. Review the education, health and care plan (EHCP) with parents or carers and the pupil
5. Communicate regularly with parents/carers
6. Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
7. Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
8. Work with the designated teacher for looked-after children (LAC)
9. Lead the Interventions Department

### **Duties & Responsibilities**

#### **Strategic development of SEN policy and provision**

1. Have a strategic overview of provision for pupils across the school, monitoring and reviewing the quality of provision
2. Contribute to school self-evaluation form
3. Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
4. Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
5. Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

#### **Operation of the SEN policy and coordination of provision**

1. Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to support
2. Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
3. Be aware of the provision in the local offer

4. Work with other schools, educational psychologists, health and social care professionals and other external agencies
5. Be a key point of contact for external agencies, especially the local authority (LA)
6. Analyse assessment data for pupils
7. Implement and lead intervention groups for pupils, and evaluate their effectiveness

### **Leadership and management**

1. Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
2. Prepare and review information the governing board is required to publish
3. Contribute to the SIP and whole-school policy
4. Identify training needs for staff and how to meet these needs Lead INSET for staff
5. Share procedural information, such as the school's SEN Information Report
6. Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils
7. Lead and manage Interventions teachers and teaching assistants (TAs) within the Interventions Department
8. Lead staff appraisals and produce appraisal reports
9. Review staff performance on an ongoing basis

### **Safeguarding**

1. Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
2. Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges
3. Complete DSL training to have a full picture of the pupils

The SENCO 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 SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

### **3. ORGANISATION CHART**

Headteacher  
Deputy Headteacher/Assistant Headteacher  
SENCO

### **4. JOB CONTEXT**

Working in a Special Needs School with children who have special educational needs.

Work will come in consultation with the Deputy Headteacher/Assistant Headteacher or the Headteacher.

### **5. KNOWLEDGE, EXPERIENCE AND TRAINING**

- 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
- Teaching experience
- Experience of working at a whole-school level
- Involvement in self-evaluation and development planning
- Experience of conducting training/leading INSET

**6. PROBLEMS AND DECISIONS**

- Behaviour - implement school policy
- Unexpected changes in working arrangements eg. teacher/pupil absence - flexible approach to situation
- Methods of teaching individual and groups
- Work to be undertaken

**7. ADDITIONAL INFORMATION**

Increasing expectation to engage in fuller professional development resulting from appraisal  
Increasing expectation to be able to take independent decisions

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

**It is not always possible to define completely the duties and responsibilities and the Headteacher may vary these from time to time without changing their general character or the level of responsibility entailed.**