

RICHARD ATKINS PRIMARY SCHOOL

Job description: SENCO/Director for Inclusion

Richard Atkins Primary School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Job title: SENCO/Director for Inclusion

Salary: MPS + SEN Allowance

Hours: Full-Time

Contract type: Permanent

Reporting to: Headteacher

Responsible for: Resource Base and Inclusion across the school

Main purpose

The SENCO, under the direction of the headteacher, 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 and/or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and carers, and other agencies

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 and/or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

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 and/or a disability
- Make sure the SEN policy is put into practice, and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest 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 and/or a disability, and advise on the graduated approach to SEN support
- Advise colleagues on applying differentiated teaching strategies tailored for individual pupils with SEN
- 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 (LA)
- Analyse assessment data for pupils with SEN and/or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN and/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 (EHC) plan with parents/carers and the pupil
- Communicate regularly with parents/carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to that school, 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 as the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN and/or a disability

Leadership and management

- Play an active role within the senior leadership team (SLT), by working alongside the headteacher 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 SIP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET training 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 promote good outcomes for pupils with SEN and/or a disability
- Lead and manage staff in our Resource Base Social Emotional Mental Health (SEMH) Unit
- Lead and manage teaching assistants (TAs) working with pupils with SEN and/or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance in the Resource Base on an ongoing basis

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

- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Lambeth's Area Safeguarding Children's Board and the school's safeguarding policy.

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.

Data Protection

It is essential when working with computerised systems that you are completely aware of their responsibilities at all times under the Data protection Act 1984 for the security, accuracy, and significance of personal data held on such systems.

Equal Opportunities

To take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations in line with the Human Rights Act and the Equality Act 2010.

Health and Safety

Employees are required to work in compliance with the School's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties they come into contact, such as members of the public, in premises or sites controlled by the school.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environment and including such information, training instruction and supervision as necessary to accomplish those goals.

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____

Person specification

CRITERIA	QUALITIES
Qualifications and training	• Qualified teacher status • National Award for SEN Coordination (NASENCO) or willingness to achieve a mandatory SENCO qualification within the required timeframe. • Degree

Experience	• Teaching experience Key Stage 1 and 2 • Experience of working at a whole-school level • Experience of working with children with a range of SEN • Experience of conducting training/leading INSET ➤ Experience of leading or overseeing a specialist SEND or SEMH provision/resource base. ➤ Experience of supporting staff to develop trauma-informed and inclusive practice. ➤ Experience of contributing to whole-school improvement planning and self-evaluation. ➤ Experience of working successfully with Local Authorities and external agencies to secure positive outcomes for pupils.
Skills and knowledge	• Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies ➤ Strong leadership skills with the ability to inspire, support and develop staff. ➤ Excellent interpersonal and communication skills, enabling effective collaboration with pupils, families, staff, governors and external agencies. ➤ Ability to coach and mentor colleagues to improve inclusive classroom practice and outcomes for pupils with SEND. ➤ Strong organisational and strategic planning skills, with the ability to prioritise effectively and manage competing demands. ➤ Proven ability to analyse and interpret data to identify needs, monitor progress and evaluate the impact of provision. ➤ Skilled in leading change and driving school improvement in relation to SEND and inclusion. ➤ Ability to build positive relationships and work collaboratively across the school community. ➤ Strong problem-solving skills and the ability to develop creative and effective solutions to support pupils' needs. ➤ Ability to support and challenge staff in a professional and constructive manner. ➤ Resilient, reflective and solution-focused, with a commitment to continuous improvement. • Understanding of EHCP processes, annual reviews and statutory assessment procedures. • Strong understanding of SEMH needs and the barriers these can create for learning and inclusion. • Knowledge of trauma-informed and relational approaches to supporting children with social, emotional and mental health needs. • Understanding of safeguarding, attendance and wider factors affecting vulnerable children and families.

Personal qualities	• 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 and/or a disability • Relentless commitment to raising standards for all our pupils • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Good organisational and planning skills • An effective team player who can think and work on own initiative, under pressure as well as part of a team • Able to retain confidentiality at all times • Good oral and written communication skills in a range of contexts • Commitment to own professional development • Able to communicate effectively with a range of people • Able to demonstrate good management and organisational skills.
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Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: October 2026