



Role: SENDCo

Location: Remote

Salary: £40,000 FTE

Hours: 0.8 - Full Time / Job share

Start Date: September 2025, with an earlier start if available

As SENDCo at Minerva's Virtual Academy, you will play a pivotal role in leading the strategic direction of our SEND provision across the school. Working in close collaboration with our existing SENDCo and wider SEND team, you will be central to ensuring students aged 11–18 with Special Educational Needs and Disabilities receive tailored, effective, and high-quality support in our virtual learning environment.

We are looking for an experienced and passionate SEND professional who can confidently drive excellence, innovation, and compliance within our SEND framework. You will co-develop and implement strategies to remove barriers to learning and champion inclusive practices across the academy, with a particular focus on leading and evaluating interventions, staff development, and statutory duties such as EHCPs and Annual Reviews.

Your responsibilities will encompass overseeing systems to monitor student progress, supporting staff to deliver Quality First Teaching, and using data to inform impactful SEND strategies. You will work closely with pastoral and academic leads, families, external agencies, and dual-enrolled schools to ensure a collaborative and holistic approach to support.

The ideal candidate will bring not only a strong track record in SEND leadership and teaching, but also the adaptability to thrive in a fully online environment. We are seeking someone who is resilient, empathetic, and forward-thinking, with the interpersonal skills to inspire staff and advocate effectively for our learners. A flexible, student-centred approach aligned with our MVA Ways of Being is essential.

Purpose:

To co-lead our SEND offer and work collaboratively with key professionals to remove barriers to learning to ensure our children with SEND can achieve their personal best.
To ensure that Special Educational Needs and Disabilities (SEND) provision is effectively managed. The range of responsibilities delegated to the SENDCo with regard to provision and coordination is outlined below. The SENDCo is expected to ensure that all legal and statutory requirements are met for students with SEND.

Key responsibilities:

Leadership and development of SEND provision

- Ensure effective systems of communication, including feedback about student's learning to inform future planning.

- Monitor the quality of SEND support by establishing effective systems to identify and meet the needs of students, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- Ensure that the objectives of the SEND policy are reflected in the school development plan.
- Liaise with and coordinate the contribution of external agencies.
- Up-to-date knowledge of national/local initiatives which may impact upon policy and practice.
- Ensuring the school is meeting its statutory duties by developing and implementing the SEN policy to take into account changes to SEND Code of Practice and keep others informed.
- Monitor the effectiveness of SEN policy, SEND report, Accessibility Policy to advise the leadership team of future improvements.
- Take responsibility for managing the relevant sections of Canvas to support students and staff.
- Ensure student information is accurately recorded on iSAMs and CPOMs; use CPOMs to support SEND students' Assess-Plan-Do-Review cycle.
- Maintain an accurate SEND register.
- Take responsibility for supporting the transition of SEND students to and from MVA;
- Support the induction of SEND students to MVA and their families.
- Work with SENDCos in schools where students are dual-enrolled.
- Support the work of the Admissions Team to ensure we are clear on our school offer for students.
- Support students and their families to apply for post-16 / post-18 courses.
- Ensure examination access arrangements are applied for in a timely manner and ensure eligible students receive the support they are entitled to.
- To work with Pearson and the Exams Officer to develop our Remote Invigilation Service.

Teaching and learning:

- Influence the whole teaching and learning policy to promote aspects of inclusive teaching and share best practice - including live learning and Canvas resources.
- Collect and interpret specialist assessment data gathered on students and use to inform practice.
- Work with students, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SEND students.
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
- Meet statutory responsibilities for Educational Health Care Plans (EHCPs) and Annual Reviews.
- Lead/contribute to the Annual Review meetings for students.
- Ensure all staff are equipped to support students with SEN by providing training, disseminating information and supplying a range of strategies to use with students.
- Encourage teaching staff to use the graduated response (assess – plan – do – review.).
- Ensure teachers are providing 'Quality First Teaching' to meet the needs of students.
- Monitor the impact of Teaching and Learning activities on the progress made by students with SEN.
- Work with the academic and pastoral leads to remove barriers to learning.

Leading and managing staff

- Lead and manage all staff within the SEND department, including Asst SENDCos, SEND Support Leads and work with the EHCP Coordinator.

- Advise the leadership team on all staffing matters within the department.
- Carry out performance reviews.
- Encourage all staff to recognise and fulfil their statutory responsibilities.
- Identify the training needs of staff and organising/coordinating professional learning to be delivered by other professionals.
- Ensure the EHCP Coordinator tracks and reviews the needs, progress and targets of students with EHCPs.
- Provide regular information to the leadership team on the evaluation of the effectiveness of provision for students with SEND, to inform decision-making and policy review.
- Manage staff within the department to deliver specialist interventions.
- Efficient and effective deployment of staff and resources.
- Provide advice to the leadership team relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND.
- Organise and coordinate the work of colleagues to ensure appropriate programmes, including the use of assistive technology
- Maintain canvas resources and explore opportunities to develop or incorporate new resources.
- Ensure staff are effectively deployed to support the most vulnerable students.

Any other duties as directed by the Principal, commensurate with the grade of the post

Confidentiality

During the course of your employment you may see, hear or have access to information on matters of a confidential nature relating to the work of Minerva's Virtual Academy or to the health and personal affairs of students and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation and you will be required to know when or what information can be shared and in what circumstances it is appropriate to do so.

Data Protection

During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of GDPR 2018 and the relevant policies and procedures.

Safeguarding Children

In accordance with the School's commitment to follow and adhere to the Department for Education's guidance entitled "Keeping Children Safe in Education" (2018) and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the School.

All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the School community and outside agencies, and exercise sound professional judgment, which always focuses upon the best interests of the students and the school.

You are also required to know and comply with the DfE document 'Guidance for Safer Working Practice for Working with Children and Young People'. You are required to have satisfactory Enhanced DBS clearance. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position

of trust and dispatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the School and uphold public trust and confidence at all times.

Freedom of Information

The post holder must be aware that any information held by the School, in theory, could be requested by the public, including emails and minutes of meetings. It is, therefore, essential that records are accurately recorded and maintained in accordance with the School's policies and procedures.

Person Specification

Qualifications and training	<ul style="list-style-type: none"> ● Qualified teacher status ● National Award for SEN Coordination or NPQ SENDCo ● Degree
Experience	<ul style="list-style-type: none"> ● At least 3 years experience as a SENCo, preferably in a large secondary school ● Teaching experience, a minimum of 5 years ● Experience of working at a whole-school level ● Experience in leadership and management ● Involvement in self-evaluation and development planning ● Experience of conducting training/leading INSET
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
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 ● Ability to work under pressure and prioritise effectively ● Commitment to maintaining confidentiality at all times ● Commitment to safeguarding and equality

Please note that this job description is not exhaustive and the post holder may from time to time be asked to complete other reasonable duties.

All MVA staff are expected to embody the Ways of Being in their work with us, to be mindful of their safeguarding responsibility for all students, and to ensure they are familiar with and confident in the implementation of school policies.

MVA is committed to creating a diverse workforce. We will 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