



**JOB DESCRIPTION & PERSON SPECIFICATION**  
**SENDCO**

**BOW SCHOOL**  
**44 TWELVETREES CRESENT, BOW,**  
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## PERSON SPECIFICATION

### Experience and Education:

- QTS
- Experience as a SENDCo, or working in SEN, in a Secondary school
- Degree or equivalent in relevant subject
- Recognised SENDCo qualification or willingness to undertake such a qualification – NPQ or NASENCO
- Ability to assess students for Exam Access Arrangements (desirable)
- An outstanding classroom practitioner
- Evidence of a commitment to own professional development
- Proven ability to raise standards in classrooms other than their own
- Experience of leading teaching and learning initiatives beyond their own classroom

### Skills and abilities:

- Experience of giving effective feedback to colleagues about professional performance and supporting improvement through coaching and mentoring
- Excellent understanding of the components which comprise outstanding teaching and learning
- Experience of working with the parents of children with SEND and other additional needs to ensure planned outcomes for future success
- Experience of conducting lesson observations
- Excellent interpersonal and communication skills
- The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience
- Developing high quality learning strategies and monitoring learner progress to raise attainment
- Working effectively as a middle leader or currently leading a key responsibility / development within a team
- Experience of contribution to the professional development / mentoring of colleagues
- Effective use of Assessment For Learning to engage learners as partners in their learning
- Ability to plan and resource effective interventions to meet curricular objectives and student targets
- Development of partnerships with other schools, businesses and the local community

### Knowledge & Understanding of:

- SEND Code of Practice
- Awareness of the latest developments and initiatives in education, especially around SEND education

- Use of assessment and attainment information to improve practice and raise standards
- Use of strategies to promote good learning relationships and high attainment in an inclusive environment
- Vision for the development of inclusive education
- Strategies to enhance teaching and learning
- Use of interventions strategies to address identified issues for development

**Other specific requirements:**

- Commitment to the safeguarding of children and an understanding of policy and practice in this area
- The ability to be flexible in relation to working hours as required
- A knowledge of working practice in the education sector and/or schools
- Good records of attendance and punctuality

## SENDCO

<b>Post Title:</b>	SENDCO
<b>Purpose:</b>	To develop outstanding whole school practice in supporting students with Special Educational Needs and Disabilities and inclusive education, raising the standard of achievement for all students with SEND across the whole school
<b>Reporting to:</b>	Assistant Headteacher – Inclusion
<b>Line Managing:</b>	Inclusion Team
<b>Working Time:</b>	To be met in accordance with the provision of the School Teacher’s Pay and Conditions Document and within the range of teachers’ duties set out in that document and the professional standards for teachers.
<b>Scale/Grade</b>	MPS/UPS + TLR 1a
<b>Job Purpose</b>	<p>The SENDCO will, under the direction of the Headteacher, DHT Quality of Education and Assistant Headteacher (Inclusion) support the strategic and operational development of SEND policy and provision at the school.</p> <p>They will be responsible for the day-to-day operation of the SEND policy and including the co-ordination of specific provision for groups of, or specific individual pupils with SEND.</p> <p>They will oversee the day to day work of members of the Inclusion team including specialist teachers and Teaching Assistants.</p> <p>They will provide professional guidance to colleagues and work closely with staff, parents and other agencies.</p>
<b>Duties and Responsibilities</b>	<p>Have a clear overview of the provision for pupils with SEND at the school, ensuring this is fit for purpose, monitoring, reviewing and evaluating the quality of provision.</p> <p>Contribute to department and school self-evaluation with respect to provision for pupils with SEND.</p> <p>Ensure that the school SEND policy is put into practice and ensuring that colleagues and others have the support, advice and guidance they need to do the same.</p> <p>Maintain up-to-date knowledge of national and local initiatives, guidance or legislation that may affect the schools provision and practice in relation to students with SEND.</p> <p>Contribute to the evaluation of whether funding is being used effectively, suggestion any relevant changes as necessary.</p> <p>Ensure that provision, in place, supports the progress of pupils with SEND so that this improves relative to those without SEND.</p>
<b>Operation of SEND Policy</b>	Maintain an accurate SEND register and provision map.

	<p>Provide guidance to colleagues on teaching pupils with SEND and advise on the graduated approach to SEN Support</p> <p>Advise on the use of finances to meet needs effectively including through the deployment of staff</p> <p>Maintain an up to date awareness of the local offer</p> <p>Work with other providers, schools and agencies in respect of pupils with SEND</p> <p>Act as a key point of contact for external agencies</p> <p>Implement and lead intervention/Teaching groups for pupils with SEND.</p> <p>Lead/Support the evaluation of the effectiveness of intervention groups adjusting provision as necessary</p>
<b>Support for pupils with SEND</b>	<p>Support the development of and coordinate processes to identify pupil need.</p> <p>Co-ordinate provision that meets pupil need and monitor its effectiveness</p> <p>Support all staff in understanding the needs of SEND pupils</p> <p>Support departments as they develop provision for SEND pupils</p> <p>Monitor progress towards targets for pupils with SEND supporting or implement intervention as appropriate</p> <p>Ensure relevant services are secured for the pupil</p> <p>Oversee examination access arrangements, where applicable, for students sitting external examinations.</p> <p>Ensure that records are maintained and kept up to date.</p> <p>Conduct, support or oversee the regular review of EHCPs and/or PSPs and/or EHAs where appropriate with students, carers and parents.</p> <p>Attend, or coordinate the attendance of inclusion staff, at Y6 Annual Reviews to facilitate smooth transition to secondary school.</p> <p>Liaise with parents of pupils with SEND requiring advice about joining the school.</p> <p>Communicate regularly with parents/carers</p> <p>Ensure, where a pupil transfers to another school, all relevant information is shared.</p> <p>Promote pupil inclusion in the school community, access to the curriculum, facilities and extra-curricular activities.</p> <p>Liaise with designated teacher for LAC children, where such a pupil has SEND</p>
<b>Teaching and Learning</b>	<p>Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN.</p> <p>Work with staff to develop effective ways of bridging barriers to learning through:</p> <ul style="list-style-type: none"> <li>- assessment of needs</li> <li>- monitoring of teaching quality and pupil achievement</li> <li>- target setting - IEPs, or Provision Maps, PSP</li> <li>- keeping accurate records.</li> </ul> <p>Collect and interpret specialist assessment data to inform practice.</p> <p>Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies.</p> <p>Work with head teachers, teachers, key stage co-ordinators and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.</p>
<b>Leadership and Management</b>	<p>Work with the HT, SLT and Assistant HT (Inclusion) to ensure the school meets its responsibilities under the Equalities Act (2010)</p> <p>Support the preparation, and review, of the information the GB is required to publish.</p> <p>Contribute to improvement plans or the development of school policy</p> <p>Analyse and interpret relevant school, local and national data</p> <p>Support the delivery of INSET to staff</p> <p>Share procedural information such as SEN policy, referral procedures etc. with staff</p> <p>Line Manage members of the Inclusion Team as directed.</p> <p>Lead staff appraisal as directed</p> <p>Review staff performance on an ongoing basis.</p>

## Other Specific Duties

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The post holder will be required to demonstrate a continual positive commitment to the school's policies including those relating to safeguarding children, health & safety, and equal opportunities.

This job description is current at the date shown, but in consultation with you, may be changed by the head teacher to reflect or anticipate changes to the job commensurate with the grade and job title.

**THE POST IS SUBJECT TO AN ENHANCED DISCLOSURE AND THE SUCCESSFUL APPLICANT  
WILL BE SUBJECT TO RELEVANT VETTING CHECKS BEFORE AN OFFER OF APPOINTMENT IS  
CONFIRMED AND WILL BE SUBJECT TO RECHECKING AS APPROPRIATE**