

## **SENDCo (Special Educational Needs and Disabilities Coordinator)**

### **Amesbury Archer Primary School**

*Reports to: Headteacher*

*Contract Type: P/T 0.6*

*Salary: MPS/UPS – L1*

## **Role Profile:**

### **Core Purpose**

The SENDCo is a key leader within Amesbury Archer Primary School, responsible for ensuring the effective implementation of SEND policies and practices across the school. The role involves supporting pupils with additional needs, leading staff development, fostering parent and community partnerships, and liaising with external agencies to ensure the best outcomes for all pupils with SEND. The postholder is expected to positively model excellent leadership practice and the highest professional standards at all times.

### **Key Responsibilities**

#### **Strategic Leadership and Management**

Act as the named SENDCo, ensuring statutory compliance with the SEND Code of Practice.

Develop and monitor SEND strategies, policies, and provision to support the school's vision for inclusive education.

Contribute to the Academy Development Plan (ADP) and report to stakeholders, including governors, on SEND provision.

Maintain and regularly update the SEND register.

Oversee provision mapping on Insight, ensuring the appropriate allocation of resources and interventions.

Liaise with the Headteacher, wider SLT and Trust Director of SEND and Inclusion to ensure that a shared child-centred vision continues to be evident across the school.

#### **SEND Support and Monitoring**

Monitor and evaluate the effective practice for SEND and where areas of further development and adaptations can be across the school

Support teachers with the development of My Support Plans (MSPs), and Individual Education Plans (IEPs), ensuring SMART targets align with external advice and school priorities.

Conduct classroom observations to support teachers in creating an inclusive learning environment.

Oversee EHCP applications, annual reviews, and funding allocations, ensuring compliance with local authority deadlines.

#### **Parent and Stakeholder Engagement**

Meet with parents to discuss concerns, share progress, and ensure collaboration on MSPs and EHCPs.

Act as a point of contact for parental concerns and requests for SEND support.

Write consultation replies for prospective EHCP pupils and liaise with external schools to arrange visits and discuss needs.

Liaise with SEND Governor and Trust Director of SEND and Inclusion, facilitating learning walks and robust discussions around provision.

## **Coordination with External Agencies**

Plan and lead termly meetings with agencies such as Educational Psychologists, SSENS Surgeries, Behaviour Support, ASD Advisory Teachers, SALT (both NHS and private), Place2Be, and Children's Sensory Teams.

Manage referrals for external support and liaise with them, including CAMHS and SSENS Team, Behaviour Support, and ensure permission forms are completed.

Arrange, risk assess and review Alternative Provision where necessary

Ensure that external agency advice is embedded into classroom practices and individual plans.

## **Team Leadership and Training**

Oversee line-management of teaching assistants, including training, intervention modelling, and scheduling.

Conduct termly planning and review meetings with TAs to ensure interventions meet pupil needs and align with school priorities.

Provide regular training for staff on SEND practices, safeguarding, and effective classroom strategies.

## **Administrative Responsibilities**

Ensure the SEND register, intervention records, and funding data are up-to-date and accessible.

Oversee the accuracy of EHCP funding spreadsheets

Complete and return Wiltshire SEND Audit

Prepare and present SEND reports for Inclusion and Safeguarding meetings, AGC and SLT meetings.

## **Other Duties**

Attend Trust SENDCo forums and other professional development opportunities to stay informed on best practices.

Take a proactive approach to behaviour management, embedded in respect for the child.

## **Person Specification**

### **Qualifications**

#### **Essential**

Degree and Qualified Teacher Status (QTS).

NASENCo/SENDCo qualification (or working towards it).

At least 3 years of SENDCo experience

#### **Desirable**

Level 3 safeguarding training or willingness to complete.

Advanced degree (e.g., M.A. in Education or Advanced Diploma).

Accredited courses or extensive SEND training.

Experience mentoring ECTs

### **Experience**

#### **Essential**

Whole-school Leadership experience

Proven success as a class teacher in the primary range.

Experience in performance and line management, including supporting staff to improve practice.

Familiarity with SEND assessment, tracking, and target-setting systems.

Demonstrated ability to liaise with external agencies and write effective referrals.

Successful management of a SEND budget or resources.

Track record of delivering training to staff or leading teams.

#### **Desirable**

Experience across more than one key stage or school.

Experience in a school with complex medical needs.

Familiarity with adaptations for physical disabilities.

DSL or DDSL experience

Experience and knowledge of a Trauma led approach to supporting children

### **Professional Knowledge and Skills**

#### **Essential**

Strong knowledge of the SEND Code of Practice and inclusive teaching strategies.  
Familiarity with safeguarding processes and creating effective learning environments.  
Proficient in ICT, including SEND management systems and provision mapping.  
Familiarity with ASD strategies

### **Desirable**

Knowledge of Talk 4 Writing, White Rose Maths and dyslexia screening tools.  
Awareness of current national and local SEND initiatives.

### **Personal Qualities**

#### **Essential**

Aspirational, Resilient, Curious, Honest, Enthusiastic, Respectful (ARCHER Values).  
Well-organized, and diligent in problem-solving.  
Reflective, with the ability to critically analyse practices to drive improvement.  
Skilled in building and maintaining positive relationships with staff, parents, and external professionals.  
Proactive and dynamic in fostering a culture of inclusion and high expectations.

#### **Desirable**

Proven ability to motivate and coach staff.  
Ambitious for school leadership and professional growth.  
Sense of perspective and humour  
Positive demeanour

*This job description and person specification outline the core responsibilities and qualities required for the SENDCo role at Amesbury Archer Primary School. The successful candidate will embody the school's commitment to inclusion, excellence, and the well-being of all pupils. The SENDCO 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 SENDCO will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.*