

## Job description - SENDCo

<b>Role:</b>	SENDCo
<b>Responsible to:</b>	Assistant Principal
<b>Based at:</b>	Stantonbury School
<b>Hours:</b>	Full Time- significantly reduced timetable starting as non-teaching.
<b>Salary:</b>	Leadership 08 – 12

### Job Context

To enable all students to make as much progress as possible, and to develop as confident, well-educated and happy young people.

### Key Responsibilities

- Ensure high aspirations for the achievement, behaviour, personal development, engagement and attendance of all students with special educational needs within the school
- Lead quality assurance processes including accurate self-evaluation, to inform effective strategic planning that leads to high standards of outcomes and provision
- Develop and lead the implementation of policies and highly effective SEND practices across the school
- Management of information, data recording and reporting in relation to SEND ensuring compliance with the code of practice and local offer
- Lead the SEND team to ensure that resources are effectively deployed to ensure that SEND strategic objectives are met
- Have oversight and control of the SEND budget
- Collaborate with other leaders to ensure that teams around a SEND student are working together to deliver highly effective provision.
- To ensure pupils with SEND receive support to meet their needs and engage in activities of the school alongside their peers
- Develop systems which effectively support teaching staff in meeting the needs of individual students with SEND
- Support the identification of and disseminate the most effective teaching approaches for individual students with SEND and finding effective ways of bridging barriers to learning through assessment of needs
- Undertake day-to-day co-ordination of SEND students' provisions through close liaison with staff, parents and external agencies to ensure the code of practice is effectively implemented
- Model high quality SEND intervention and develop others through targeted CPD.

### **Teaching and Learning:**

1. Under the reasonable direction of the Assistant Principal - Inclusive Learning to carry out the professional duties of a schoolteacher and adhere to all aspects of the Teachers' Professional Standards
2. A commitment to ensure the effective implementation of the school's Safeguarding and Child Protection Policy
3. To maximise progress for any classes taught by you
4. To teach your subject(s) in Key Stage 3, 4 with a significantly reduced timetable
5. To teach in line with faculty and School policies on e.g., assessment, teaching and learning, homework, student behaviour
6. To contribute to learning opportunities within the formal and extended curriculum
7. To ensure student progress against prior attainment, at least in line with national averages and progress targets
8. To involve parents in behavioural issues in line with School policies
9. To ensure the effective and efficient deployment of classroom support
10. To work as a member of designated teams and to contribute to the building of teams within the School

### **Curriculum and Assessment**

11. To plan appropriate lessons to meet the learning needs of all students including those of:
  - a. the higher prior attaining,
  - b. Looked After Children,
  - c. of EAL and 'groups within groups' students and
  - d. of those students with Special Education Needs or who are Pupil Premium
  - e. To evaluate and review lesson plans
12. To create and manage resources for the teaching of lessons
13. To assess students' work and progress against their prior attainment, progress in other subjects and against national norms in line with faculty and School policies
14. To use assessment to inform curriculum planning, teaching and learning
15. To assess accurately to help students meet their Target Grades
16. To work within School curriculum policies on key themes e.g., Citizenship, Enterprise, Literacy, Work Related Learning, British Values and Prevent agenda

### **Continuous Professional Development (CPD)**

17. To take responsibility for personal CPD needs within the School's Appraisal framework
18. To monitor the impact of CPD on your own teaching and learning
19. To seek advice and support within School policies
20. To be familiar with and contribute to the School Improvement Plan and School Self-Evaluation systems.

### **Management Information and Its Use**

21. To maintain appropriate records and to provide relevant accurate and up-to-date information
22. To complete the relevant documentation to assist in the tracking of students
23. To track student progress, analyse data and use information to inform teaching and learning, on time and as per the School calendar of assessment, with all deadlines met on time.

### **External Communication**

24. To carry out data analysis and produce and present reports to Governors and LT
25. To be responsible for writing and reviewing any statutory policies particularly information report and accessibility plan.
26. To take part in Open Evening, Information Evenings, Parents' Evenings, Subject Teacher Meetings and liaison events with partner schools
27. To contribute to the development of effective subject links and other links with external agencies

### **Other**

28. To comply with "Health and Safety" at Work legislation
29. To undertake School duties in line with School policies and procedures
30. To attend assemblies as required
31. A commitment to ensure the effective implementation of the School's Safeguarding and Child Protection Policy
32. To comply with any other reasonable requests from the Associate Principal when there are exceptional circumstances
33. To undertake such duties as may from time to time be reasonably assigned by the Associate Principal.

Tove Learning Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description, but which is within the remit of the role, duties and responsibilities.

Tove Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff & visitors to share this commitment.

Application is by application form and covering letter to [recruitment@stantonbury.tove.org.uk](mailto:recruitment@stantonbury.tove.org.uk)

Deadline for applications is noon on Monday 13<sup>th</sup> April 2026

Candidates may be interviewed prior to the deadline.

## Person specification - SENDCO

Relevant experience	Essential	Desirable	How evidenced
Relevant experience as a highly successful teacher in a secondary school	✓		A I
Developing and delivering a strong vision for SEND provision	✓		A I
Experience of monitoring the quality of teaching within this subject and delivering effective strategies to allow continual improvement of teaching and learning		✓	A I
Success in using performance data to drive improvements in teaching, learning and student outcomes	✓		A I
Awareness of the latest developments and initiatives in education.	✓		I
Creative use of ICT to enhance teaching, learning and assessment		✓	A I
Delivery of Teaching and Learning CPD		✓	A I
Education and training	Essential	Desirable	How evidenced
Qualified Teacher Status.	✓		A
Degree in your teaching subject	✓		A
Established and evidenced practice as a highly effective teacher	✓		A I
Higher qualifications such as a Masters' Degree or evidence of pursuit of further professional qualifications.		✓	A
A nationally recognised SENDCO qualification		✓	A



Willingness to achieve the National Qualification for SENCO	✓		A I
Evidence of a commitment to own professional development.	✓		A I
Specific skills	Essential	Desirable	How evidenced
Experience of leading teaching and learning initiatives beyond their own classroom		✓	A I R
Excellent understanding of the components which comprise outstanding teaching and learning	✓		A I
Excellent interpersonal and communication skills	✓		A I
Developing high quality learning strategies and monitoring learner progress to raise attainment	✓		A I
Working effectively as a personal tutor	✓		A I
Proven ability to raise standards in classrooms other than their own		✓	A I R
Experience of giving effective feedback to colleagues about professional performance		✓	A I R

A – Application form I – Interview R – Reference