



Job Description – Assistant SENDCo (Primary)

This job description does not form part of any employee's terms and conditions of employment and is not intended to have any contractual effect. As with all posts, the Principal will reserve the right to vary the precise responsibilities should the need change and opportunities arise.

Pre-Employment Checks

- Completion of a satisfactory Disclosure and Barring Service (DBS) check;
- A qualifications check;
- At least two satisfactory references. One must be from your current, or most recent employer (for school based candidates, one **must** be from the head teacher);
- Online searches for shortlisted candidates (as advised by Keeping Children Safe in Education 2026);
- A medical questionnaire.

Job purpose

The Assistant SENDCo under the direction of the principal will:

- Support with the strategic development of special educational needs and disabilities (SEND) policy and provision within the school;
- Support with the day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND;
- In liaison with the SENDCo, will provide professional guidance to colleagues, working closely with staff, parents and other agencies;
- The Assistant SENDCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD;
- To work with the SENDCo, senior staff and middle leaders.

Reporting to:

- The post holder is responsible to the Head of Primary in all matters.

Duties and responsibilities

Strategic development of SEND policy and provision

- Support with the strategic overview of provision for pupils with SEND across the primary phase, monitoring and reviewing the quality of provision;
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND;
- Make sure the SEND policy is put into practice and its objectives are reflected in the school development plan;
- Maintain up-to-date knowledge of national and local initiatives that may affect the Academy's policy and practice;
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective.

Operation of the SEND policy and co-ordination of provision

- Help maintain an accurate SEND register and provision map;
- With the support of leaders, provide guidance to colleagues on teaching pupils with SEND and advise on the graduated approach to SEND support;
- 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;
- Analyse assessment data for pupils with SEND;
- Implement and lead intervention groups for pupils with SEND, and evaluate their effectiveness.

Support for pupils with SEND as directed by the SENDCo

- Identify a pupil's SEND;
- 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 plan (EHCP) with parents or carers and the pupil;
- Communicate regularly with parents or carers;
- Ensure if the pupil transfers to another school, all relevant information is conveyed to the new 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.

The Assistant 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 Assistant 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 principal or head of primary.

Person specification for Assistant SENDCo

- Qualified teacher status;
- Working towards, or prepared to work towards becoming a qualified SENDCo with the National SENDCo Award or equivalent;
- An understanding 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;
- 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 SEND;
- Ability to work under pressure and prioritise effectively;
- Commitment to maintaining confidentiality at all times;
- Commitment to safeguarding and equality.

Leading Learning and Teaching

- To plan and prepare schemes of work and individual lessons;
- To ensure that planning of lessons promotes learning that matches the needs of all pupils;
- To ensure that marking, assessment & feedback is effective and ensures that pupils make progress;
- To undertake assessments of pupils in line with the Academy's expectations and to ensure that pupils are prepared for external examinations;
- To continue own personal development, including subject knowledge and teaching methods;
- To engage actively in the performance appraisal process;
- To follow the procedures regarding the Academy's behaviour policy and maintain good discipline and promote the ethos of the primary phase;
- To safeguard all pupils in line with the Academy's policies.

Developing self and managing others

- Promote and safeguard the safety and welfare of children and young people;
- Support the development of collaborative approaches to learning within the school;
- Support the induction of staff new to the school;
- To ensure that staff appraisal is carried out effectively by quality assuring the process.

Other Specific Duties

- To contribute to the day-to-day operations of the Academy;
- To promote the Academy's values and ethos;
- To promote actively the Academy's policies;
- To comply with all Health and Safety policies and undertake risk assessments as appropriate;
- To attend relevant meetings as directed by leaders;
- To undertake any other duty as specified by the STCPD not mentioned in the above;
- To comply with the Academy's safeguarding procedures and to ensure that training is accessed.

Person specification for working at Langdon Academy

Langdon Academy seeks to appoint staff who will have the following proven qualities, or the potential to develop them. At interview, candidates will have the opportunity to demonstrate or give an account of these attributes.

- The energy, dynamism and stamina to contribute fully to the life of a busy aspirational inner city school;
- Capacity for industry and initiative in both independent work and as part of a team of colleagues;
- Profound and continuing interest in supporting the needs of all pupils;
- Empathy with pupils across the age and ability range;
- Awareness and understanding of matters relating to the personal, social, health and emotional development of pupils at Langdon Academy;
- General knowledge of child protection issues and good practice, particularly relating to professional obligations on safeguarding the welfare of each child and avoiding guarantees of confidentiality in any disclosure;
- Capacity to deal sensitively with problems raised by pupils, in line with Langdon's pastoral policies and sanctions system, working in partnership with Langdon's designated pastoral leaders and SLT;
- Ability to create an effective rapport and a sound relationship with pupils, earning their respect and trust, but maintaining appropriate professional boundaries;
- Willingness and ability to liaise effectively and professionally between pupils, staff and parents when required, making accurate records of these exchanges;
- Patience and thoughtfulness to see any issues that may arise with pupils, parents or colleagues from a variety of perspectives;
- The ability to de-escalate difficult situations using different strategies, in line with school policies;
- Retain a sense of perspective and, on occasion, the invaluable ability to laugh at oneself.