



JOB DESCRIPTION

SPECIAL EDUCATIONAL NEEDS COORDINATOR / TEACHER

Reports to: Head Teacher

Start Date: September 2026 (initial contract until 31st August 2028)

Salary: Main Pay Scale for UK teachers + SEND allowance and additional benefits

As SENCO at BESA the employee will work with the Head teacher to determine the strategic development of special educational needs (SEND) policy and provision in the school. They will be responsible for the day-to-day operation of the SEND policy and coordination of specific provision to support individual pupils with SEN or a disability. They will provide professional guidance to colleagues, working closely with staff, parents and other agencies.

STRATEGIC DEVELOPMENT OF SEND POLICY AND PROVISION:

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability.
- Make sure the SEN policy is put into practice and its objectives are reflected in the school development plan (SDP).
- Maintain up-to-date knowledge of UK guidelines (SEND Code of Practice) that may affect the school's policy and practice.
- Maintain the SEND budget and ensure that it is used effectively to meet SEND pupils' needs.

OPERATION OF THE SEND POLICY AND COORDINATION OF PROVISION:

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Work with educational psychologists, health professionals, and other external agencies where possible and as required.
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead interventions pupils with SEND, and evaluate their effectiveness

SUPPORT FOR PUPILS WITH SEN OR A DISABILITY:

- Implement assessments where appropriate and advise on obtaining external assessment / diagnoses where necessary.
- Coordinate provision that meets the pupil's needs, and monitor its effectiveness.
- Advise on relevant external services for the pupil / families
- Ensure all SEND records are maintained and kept up to date.
- Write and review Student Support Plans with parents or carers and the pupil.
- Communicate regularly with parents or carers, and keep an effective record of these communications.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.



LEADERSHIP AND MANAGEMENT:

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments.
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Provide CPD to staff in relation to SEND.
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEN or a disability.
- Lead and manage Student Support teaching assistants (TAs) and Learning Support Assistants (LSAs) working with pupils with SEN or a disability.
- Lead Student Support staff performance appraisals and produce appraisal reports.
- Review Student Support staff performance on an ongoing basis.

OTHER AREAS OF RESPONSIBILITY:

- Coordinate provision and extra language support for pupils with EAL.
- Provide CPD and support to staff in relation to EAL.

As a Teacher at BESA the employee will show commitment to the school, pupils and their learning, expertise in teaching and responsibility for managing and monitoring each child's progress through the following duties and responsibilities:

TEACHING AND LEARNING

- Organisation of personal timetables, planning, classroom and pupils' work with due regard to the requirements of the curriculum and school policies.
- Teaching, according to the educational needs of the pupils assigned to him/her, including the setting and marking/assessing of work to be carried out by the pupil in the school and elsewhere.
- Reviewing, from time to time, methods of teaching and programmes of work: participating in the school's programme of in-service training.
- Taking responsibility for the co-ordination of either a subject and/or a management aspect of the school.
- Maintaining good order and discipline among the pupils and safeguarding their health and safety both in the school and in authorised activities elsewhere.
- Participating in the school's programme of enrichment activities by undertaking the minimum of one club / activity per week.
- Supervising and so far as practicable, teaching any pupils whose teacher is not available to teach them.

ADMINISTRATIVE

- Assessing, recording and reporting, both orally and in writing, on all aspects of pupils' development, progress and attainment.
- Communicating and consulting with parents of pupils and participating in any meetings arranged for this purpose.
- Taking part as may be required in the review, development and management of activities related to the curriculum, organisation and pastoral functions of the school.



- Taking part in the school's scheme of performance management. Where appropriate also contributing as an appraiser.
- Participating in meetings at the school, which relate to the curriculum or the administration or organisation of the school – such as educational evenings for parents or the Governors' Annual meeting.
- Take part in the school-based programme of in-service training, which will involve additional working days per year outside the normal teaching days.
- Take an active involvement in activities designed for fund-raising or as social activities, such as those organised by the F.P.T.A.
- To attend school functions and events and particularly the Summer Fair, etc.

STANDARDS

- Promoting the ethos of the school by demonstrating a caring positive and tolerant attitude.
- Setting a high standard in the organisation of the classroom and the display of children's work.
- Teaching which shows a thorough understanding of the subject matter and appropriate use of resources. Activities are differentiated appropriately for the pupils involved.
- Lessons where the pupils are aware of the objective and where opportunity is given for reflection and evaluation. This practice is also seen in the lessons plans.
- Maintaining co-operative professional relationships with all members of the school community.
- Setting a good example in terms of dress, punctuality and attendance.