



PRIORY SCHOOL
EDGBASTON

JOB DESCRIPTION & PERSON SPECIFICATION

**SPECIAL EDUCATIONAL NEEDS COORDINATOR
(SENCo)**

Preparatory and Senior Schools

Job Title:	Special Educational Needs and Disabilities Coordinator (SENCo)
Reporting To:	Member of the Senior Leadership Team
Line Management of:	Early Years SENCo and Learning Support Assistants

JOB PURPOSES:

In applying the principles of assess – plan – do – review, the SENCo will provide strategic leadership and operational management of SEN provision across the school, ensuring that all pupils with special educational needs and disabilities achieve their full potential and ensures consistent high-quality support and intervention that incorporates a graduated approach. The role involves overseeing the SEN register, coordinating high-quality provision, and supporting staff to deliver inclusive teaching. The SENCo will work closely with teachers, support staff, families, and external agencies to ensure statutory requirements are met and that provision is responsive, effective, and aligned with whole-school priorities.

KEY RESPONSIBILITIES:

1. Strategic Leadership and SEN Provision

- Lead the development, implementation, and evaluation of SEN policy and practice across the school
- Ensure SEN priorities are reflected in the School Improvement Plan
- Maintain up-to-date knowledge of national and local SEN developments
- Liaise with external agencies and coordinate multi-agency support
- Promote a culture of inclusion and high expectations for all pupils, using the High-TEMPO teaching, learning and assessment framework.

2. Identification, Assessment and SEN Register

- Oversee and maintain the SEN register, including decisions about entry and exit
- Develop and implement a clear referral system for teaching and pastoral staff
- Review referrals, approve inclusion on the SEN register, or signpost alternative support

- Support staff in identifying and responding to pupils with emerging needs who are not yet on the register
- Ensure all statutory responsibilities are met in line with the SEN Code of Practice

3. Teaching, Learning and Quality Assurance

- Champion high-quality inclusive teaching (Quality First Teaching) across the school
- Quality-assure teaching and learning to ensure the needs of pupils on the SEN register are effectively met
- Analyse assessment data to monitor progress and inform interventions
- Support teachers in setting appropriate targets and adapting provision
- Lead and deliver staff training on SEN and inclusive practice
- Secure external expertise to provide additional training and support for teaching staff

4. Pupil Support, Planning and Reviews

- Lead annual reviews for pupils with Education, Health and Care Plans (EHCPs)
- Oversee the writing and ongoing refinement of pupil profiles for all pupils on the SEN register
- Ensure individual plans are clear, effective, and consistently implemented
- Monitor the impact of interventions and adjust provision accordingly
- Maintain strong communication with parents and carers, ensuring they are fully involved in decision-making

5. Leadership and Management of Staff and Resources

- Provide guidance and support to teaching and support staff on SEN provision
- Coordinate and, where appropriate, line manage SEN support staff
- Advise senior leaders on the deployment of staff and resources
- Manage the SEN budget effectively to support pupil outcomes
- Liaise with the SEN Governor and contribute to reporting and accountability

6. Examinations Access Arrangements (adopting JCQ Regulations)

- Hold overall responsibility for the identification, approval, and oversight of exam access arrangements in line with JCQ regulations.
- Ensure access arrangements are evidence-based, reflect pupils' normal way of working, and are applied consistently.
- Oversee assessment processes and the gathering of appropriate evidence to support applications.
- Liaise closely with teaching staff, external assessor(s), and the Examinations Officer to ensure timely application and effective implementation.
- Communicate clearly with pupils and parents regarding eligibility and arrangements.
- Maintain accurate records and ensure compliance with awarding body requirements.

Additional Duties (All Teaching Staff Expectations)

- Uphold and promote safeguarding, child protection, and pupil welfare at all times:
 - Ensure safeguarding practices reflect the additional vulnerabilities of pupils with special educational needs and disabilities
 - Work closely with the safeguarding and pastoral teams to support social and emotional mental health (SEMH) and wellbeing
 - Promote inclusive approaches that reduce exclusion and improves attendance
 - Monitor the attendance, behaviour, exclusion and school participation data for those children with special educational needs and disabilities
- Contribute to the wider life and ethos of the school
- Work collaboratively with colleagues and external professionals
- Attend meetings, training, and professional development activities as required
- Maintain accurate records and uphold confidentiality and data protection standards
- Support the implementation of school policies, including behaviour, health and safety, and inclusion
- Undertake any other reasonable duties commensurate with the role as directed by the Headteacher





PERSON SPECIFICATION: SENCo

	Essential	Desirable
Qualifications & Experience	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS). • Degree or equivalent qualification. • National Professional Qualification (NPQ) for SENCo or willingness to complete within statutory timeframe. • Evidence of ongoing professional development in SEN and inclusive practice. 	<ul style="list-style-type: none"> • Additional SEN-specific qualifications or accredited training (e.g. autism, speech and language, SEMH). • Leadership or management training.
Knowledge and Understanding	<ul style="list-style-type: none"> • Secure knowledge of the SEN Code of Practice and statutory requirements. • Systems and processes in relation to Examination Access Arrangements. • Understanding of multi-agency working and referral processes. • Knowledge of current national and local SEN developments • Strong understanding of a range of SEN needs (e.g. cognition and learning, communication and interaction, SEMH, sensory/physical). • Understanding of high-quality inclusive teaching (Quality First Teaching) – including the school’s High-TEMPO framework. • Knowledge of effective strategies for identification, assessment, and intervention. • Awareness of safeguarding, child protection, and equality legislation. 	<ul style="list-style-type: none"> • Familiarity with provision mapping and SEN systems.
Skills & Abilities	<ul style="list-style-type: none"> • Ability to lead and manage SEN provision strategically and operationally. • Strong organisational skills, including the ability to manage the SEN register and multiple priorities. • Ability to design and implement effective referral systems. • Ability to quality-assure teaching and provide constructive feedback to staff. • Excellent communication and interpersonal skills, including working with families sensitively and effectively. • Ability to analyse data and use it to inform decision-making. • Ability to support and coach staff, including those seeking advice about pupils not yet on the SEN register. 	<ul style="list-style-type: none"> • Ability to deliver whole-staff training and professional development. • Strong report writing skills (e.g. pupil profiles, review documentation). • Experience using school data and SEN management systems.




Personal Qualities	<ul style="list-style-type: none"> • Commitment to inclusion and high expectations for all pupils. • Strong advocacy for pupils with SEN. • Resilient, proactive, and solution-focused approach. • Ability to work collaboratively and build positive relationships. • High level of professionalism, integrity, and confidentiality. • Reflective practitioner committed to continuous improvement. 	<ul style="list-style-type: none"> • Leadership presence and ability to influence whole-school practice. • Flexible and adaptable approach in a dynamic school environment.
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GENERAL:

The post holder will be required to:

-  Adhere to the school's Equal Opportunities policy in all activities, and to actively promote equality of opportunity wherever possible.
-  Work in accordance with the Data Protection Act.
-  Provide a healthy and comfortable working environment, smoking and vaping is strictly prohibited.
-  This Job Description is not necessarily a comprehensive definition of the post and duties may be varied to meet the changing demands of the school. It will be reviewed at intervals, and it may be subject to modification or amendment at any time.

NOTES:

-  Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
-  Employees will be expected to comply with any reasonable request from a manager to undertake work that is not specified in this job description.
-  The performance of all the duties and responsibilities shown above will be under the reasonable direction of the Headmaster.

SAFER RECRUITMENT STATEMENT:

Priory School Edgbaston is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

Last Updated: April 2026

NAME PRINTED:	
SIGNED:	
DATED:	