



RIVERLEY  
PRIMARY

## **Job Description: Assistant SENDCO**

**Location: Riverley Primary School**

**Salary Range: Depending on experience**

**Reports to: SENDCO/SLT**

**Contract Type: Full Time Fixed** ( part time may be considered for a suitable candidate)

**Start Date: September 2025**

### **Main Purpose**

The Assistant SENDCO will work in close partnership with the SENDCO and leadership team to champion inclusive practice across the school. The role requires a flexible, reflective and proactive individual who can support the needs of a diverse pupil population—particularly those with SEND—while strengthening staff capacity through collaboration, modelling and coaching. This post is central to our inclusive ethos and school vision, and ideal for someone who thrives in a dynamic environment, is excited by whole-school developments and is committed to making a meaningful difference for children and families.

### **Key Responsibilities**

#### Teaching and Learning Support

- Model inclusive, high-impact classroom strategies across all phases, embedding Quality First Teaching (QFT).
- Lead or support targeted interventions and personalised learning sessions.
- Collaborate with teachers and support staff to plan adaptive lessons that respond to diverse pupil needs. Monitor and evaluate the impact of interventions and in-class provision alongside phase leads.

#### SEND Documentation and Progress Tracking

- Co-develop and review Individual Learning Plans (ILPs) in Insight in partnership with class teachers.
- Gather, analyse and contribute to progress data for pupils on the SEND register.
- Assist with compiling evidence for referrals and EHCP assessments.

#### Family and Multi-Agency Support

- Build strong, trusting relationships with families—particularly those who are vulnerable, newly arrived, or in need of extra support.
- Act as a beacon of support, providing practical advice and clear communication to families.
- Liaise with external professionals (e.g. SaLT, CAMHS, EPs) to ensure effective wraparound provision.
- Contribute to Early Help meetings and safeguarding procedures as appropriate.

#### Transition and Pastoral Collaboration

- Assist with EYFS–Y1 and Y6–secondary transitions by contributing to personalised handovers and key planning meetings.

- Support the Referrals & Pastoral Lead in co-ordinating provision for children with SEMH needs.
- Help ensure that SEND Handover Folders are comprehensive and shared in a timely manner.

#### Professional Growth and Contribution

- Demonstrate a commitment to continuous professional development through personal reflection and engagement with current research.
- Seek and apply feedback to improve teaching and leadership practice.
- Lead and attend CPD sessions on inclusive education and SEND provision.
- Remain responsive to the evolving needs of the school and take initiative to contribute positively.

#### Strategic Involvement and Leadership Support

- Make sound, child-centred decisions in collaboration with senior leaders and phase teams.
- Contribute to SEND and whole-school development priorities with enthusiasm and perspective.
- Uphold professional standards in communication, presentation, and conduct across the school community.
- Embrace and advocate for the school's vision, understanding how inclusion contributes to long-term impact.

### **Person Specification**

#### Essential:

- Demonstrated expertise in inclusive classroom practice and differentiation
- Understanding of the SEND Code of Practice (2015) and statutory responsibilities
- A flexible, solutions-focused approach to working within a school community
- Strong interpersonal skills and ability to build trust with families from a range of backgrounds
- Reflective, research-informed practitioner committed to continuous learning
- Proven experience collaborating with colleagues and external professionals
- High standards of professionalism, initiative and accountability

#### Desirable:

- Experience supporting EHCP processes and annual reviews
- Experience with pastoral care or safeguarding
- Familiarity with Insight or digital ILP systems
- Training in specialist interventions (e.g. Thrive, ELSA, Zones of Regulation)