SENDCo with TLR2b
Temporary maternity cover to 31.10.2027 or upon return of the postholder

Closing date: Sunday 6th December 2026
Interview: Monday 14th December 2026

Start date: 1st February 2027

Job Description & Person Specification

Reporting to: Headteacher and AHT for Inclusion

Working in conjunction with: Other members of the senior leadership team, the inclusion team, Subject Leaders, and staff across the CLIC Trust.

Salary Range:
SENDCo Current pay scale with TLR2b allowance of £5,646

Main Purpose
The SENDCo, under the direction of the Headteacher, will take a major role in:

- Formulating the aims and objectives of the school
- Determine the strategic development of special educational needs and disability (SEND) policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives.
- We are a welcoming, inclusive mainstream primary school proud to host an on-site Specialist SEN Unit (Resourced Provision) for children with Communication and Interaction needs. The SENDCO remit will span both our mainstream classes and our specialist unit—giving you a unique opportunity to shape inclusive practice across the whole school. You will lead strategic SEND provision for mainstream pupils while working closely with our specialist unit teachers, HLTAs, and external therapy teams (such as Speech and Language Therapy and Occupational Therapist) to ensure seamless transitions, shared expertise, and the very best outcomes for every learner.

Main Duties

1. To work with the Headteacher, Deputy Headteacher, Assistant Headteachers and the governors in strategic planning, including work on the School Development Plan, Self-Evaluation and leading school improvement issues based on the School and Cooperative Values

2. Be aware of the standards and curriculum of all pupils including assessment and monitoring of progress towards achievement in their areas of responsibility

3. Use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils

4. Lead staff meetings and team meetings as appropriate and be responsible for ensuring that they are planned effectively and that relevant actions are agreed and followed up

5. Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision

6. Take a lead in promoting and safeguarding the welfare of pupils

7. To make sure the SEND policy is put into practice and its objectives are reflected in the school development plan

8. To mentor new staff and support their induction into the school

   NB – see specific details for each role below

Key Responsibilities:

Operation of SEND policy and co-ordination of provision

Working with the Headteacher and AHT for Inclusion:

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEND and advise on the graduated approach to SEND support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- 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
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEND
- Implement and lead intervention groups for pupils with SEND and evaluate their effectiveness

Qualities and Knowledge

Working with the Headteacher and AHT for Inclusion:

- In partnership with the Headteacher and Assistant Headteacher, coordinate the day-to-day management of SEND
- Communicate the school's vision compellingly and support strategic leadership
- Lead by example, holding and articulating clear values and moral purpose, and focussing on providing an excellent education for all pupils
- Build and maintain positive relationships with all members of the school community, showing positive attitudes to them

- Keep up to date with developments in education (particularly SEND), and have a good knowledge of education systems locally, nationally, and globally and develop effective relationships with fellow professionals within and beyond the Trust.
- Work with political and financial astuteness, translating policy into the school's context
- Seek training and continuing professional development to meet own needs

Pupils and Staff

Working with the Headteacher:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes, safeguarding and wellbeing
- Identify a pupils' SEND and co-ordinate provision that meets the pupils' needs and monitor its effectiveness
- Secure relevant services for the pupil and ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupils
- Ensure excellent support in the school, including through training and development for staff and create an ethos within which all staff are motivated and supported to develop their skills and knowledge

Systems and Processes

Working with the Headteacher:

- Provide a safe, calm, and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing exemplary behaviour within and outside of school
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve, and valuing excellent practice
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources

The Self-improving School System

Working with the Headteacher:

- Foster good working relationships with staff to ensure effective communication and help promote the welfare, morale, and motivation of all staff
- Actively promote the inclusive ethos of the school, provide a professional role model for all staff, and support the Senior Leadership Team in creating a school climate that is supportive for staff, pupils, parents, and the community

Teaching and Learning

- To provide a consistently good role model as a teacher
- To play a major role in the development of high-quality teaching and learning, guiding, supporting, and motivating staff across the school by seeking ways of sharing good practice and ensuring dialogue about adaptive teaching and a trauma-informed approach

- Together with the Senior Leadership Team and Subject Leaders, monitor and evaluate both the quality of teaching and learning offered by the school in meeting a variety of pupil needs

Raising Achievement

- Ensure highest quality of provision is in place to support SEND children to make progress and achieve well
- Share responsibility for the tracking and target setting process including the analysis of assessment data in partnership with the Senior and Wider Leadership Teams, with a particular focus on SEND pupils to reduce disadvantage and work towards a 'level playing field'
- To work with other member of the senior leadership team, Subject Leads and members of the Inclusion team to provision map and implement appropriate interventions

Pastoral Care

- To promote self-discipline, high standards of behaviour and positive attitudes on the part of all children and staff and to implement policies and procedures to foster these
- To take a leading role in the pastoral care of all children

Other responsibilities

- To fully support the life and work of the school
- To oversee management of resources
- To ensure the highest standards of professional conduct and confidentiality
- To be responsible for all communication from the inclusion team including letters, newsletters, social media and Dojo.
- To comply with CLIC policies as well as contributing to the development of policies

The post-holder will be expected to operate under the current School Teachers Pay and Conditions of Service Document. This document is illustrative of the general nature and level of responsibility of the role. The post holder may be required to carry out any additional duties at the reasonable request of the Headteacher.

The post-holder may be required to work outside of normal school hours on occasion (e.g. to attend Governing Body Meetings, with due notice).

Person Specification for Assistant Headteacher

Key: A = Application I = Interview R = Reference

Selection criteria	Method of Assessment	Essential	Desirable
1. Qualifications and Training			
1.1 Qualified Teacher status	A	✓	
1.2 Educated to degree level	A	✓	
1.3 Professional development in preparation for a senior leadership role, for example NPQs	A & I		✓
1.4 Post-graduate study	A		✓
1.5 National Award for SEND co-ordination	A	✓	
1.6 DSL certificate	A		✓
2. Leadership & Management Experience			
2.1 Recent successful leadership and management experience in a school	A & I	✓	
2.2 Teaching experience across more than one key stage	A & I		✓
2.3 Involvement in school self-evaluation and development planning	A & I	✓	
2.4 Experience of contributing to staff development	A & I	✓	
2.5 Experience of planning for and leading whole school initiatives within inclusion	A & I		✓
2.6 A minimum of five years' experience of teaching in primary with a proven ability as an outstanding classroom practitioner	A & I	✓	
3. Skills and Knowledge			
3.1 Data analysis skills, and the ability to use data to set targets and identify areas for development	I	✓	
3.2 Understanding of components of high-quality teaching, and the ability to model this for others to support development	A & I	✓	
3.3 A developing understanding of school finances and financial management	I		✓
3.4 Highly effective communication and interpersonal skills	A & I	✓	
3.5 Ability to communicate a vision and to bring others along with them	A & I	✓	
3.6 Ability to build effective working relationships	A & I	✓	

3.7 Proven ability in curriculum planning and an appreciation of the links between curriculum and assessment	A & I	✓	
3.8 An understanding of how parents/carers and the wider community can contribute to school improvement	A & I	✓	
4.**Personal Qualities**			
4.1 A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	A & I	✓	
4.2 A strong moral compass and relentless drive to improve the life chances of pupils	I	✓	
4.3 Ability to work under pressure and prioritise effectively	A & I	✓	
4.4 A commitment to always maintaining confidentiality	I	✓	
4.5 A commitment to safeguarding and equality	A & I	✓	
4.6 Approachable, caring and empathetic personality	I	✓	
4.7 Courage and confidence in decision making	I	✓	
4.8 Ability to relate positively to children at all stages of the Early Years and Primary phase	I	✓	
4.9 Flexible with the ability to actively listen and reflect	A & I	✓	
5. Values			
5.1 A genuine passion and a belief in the potential of every pupil	A & I	✓	
5.2 Motivation to continually improve standards and achieve excellence above norms	A & I	✓	
5.3 Commitment to equally of opportunity and the safeguarding and welfare of all pupils	A & I	✓	
6. Other			
6.1 Willingness to travel between schools in the Trust	A	✓	
6.2Willingness to work in schools across the Trust	A	✓	
6.3 Willingness to attend training and CPD opportunities locally and nationally	A	✓	
6.4 Be willing to consent to, and apply for, an enhanced disclosure to a DBS Check and references	A	✓	