

Freshfield Primary School

SENCO Job Description

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Document title	SENCO Job Description
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Date written	24 October 2026
Review date	Annually, or as required
Approved by	[Governing Board / Headteacher]

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1. Job Details

- **Job title:** Special Educational Needs and Disabilities Co-ordinator (SENCO)
- **Reports to:** Headteacher
- **Responsible for:** Day-to-day guidance of teaching assistants working in SEND provision and intervention
- **Suitable for:** Early career teachers, and teachers who are new to SEND leadership. Previous SENCO experience is not needed.
- **Salary/grade:** MPS and Sen allowance
- **Hours/contract:** [full time / part time, term time plus INSET days, to be confirmed]
- **Role structure:** Once the role is fully established, indicatively around 25% specialist teaching, 20% intervention, 35% SENCO administration, leadership and statutory duties, and 10 to 15% safeguarding (Deputy DSL), with coaching and family work built in throughout. Administration and statutory duties are introduced gradually during the first year. The exact split will be agreed locally.

2. About the Post

This is a development post for a teacher who cares about vulnerable children and wants to grow into SEND leadership. It suits an early career teacher, or a teacher new to SEND leadership, who is ready to take a first step towards middle leadership.

The SENCO teaches children directly, runs intervention in The Bridge and looks after the school's SEND systems and statutory duties. You do not need to arrive knowing all of this. You will learn it in post, with training, mentoring and support from the Headteacher.

You will work with the Resource Unit provisions (Haven, Hive, Horizon and Hub), The Bridge and class teachers across the school. The aim is for children with SEND to achieve, feel they belong and stay in mainstream school wherever that is right for them.

3. Specialist Teaching

- Teach children with SEND, including children with an Education, Health and Care Plan (EHCP), in small groups and one to one
- Teach within The Bridge, keeping children connected to the mainstream curriculum rather than running a separate SEND provision
- Use adaptive teaching in your own practice: keep learning ambitious while adjusting explanations, scaffolds, grouping and support to the needs of the child in front of you
- Plan sessions using ongoing assessment
- Use the school's basic-skills assessment framework to see what children can already do, where the gaps are and what to teach next
- Work alongside teaching assistants in SEND provision, sharing good practice and helping them develop
- Take part in training on adaptive teaching and, as your confidence grows, share what you learn with colleagues

4. Intervention

- Run The Bridge as a targeted intervention space for children with EHCPs, keeping intervention short, focused and effective, with guidance from the Headteacher
- Use the basic-skills assessment framework to plan, target and review intervention, so that children move in and out of support according to need rather than staying on a fixed pathway
- Review the impact of intervention regularly and report progress to the Headteacher and senior leaders
- Agree intervention timetables with class teachers so that intervention adds to good classroom teaching and does not replace it
- Support teaching assistants who deliver intervention, with guidance on quality
- Take ideas from training back into The Bridge and keep practice up to date

5. SENCO Administration and Statutory Duties

These duties are introduced gradually over your first year, with guidance from the Headteacher.

- Keep the school's SEND register and provision map accurate and up to date
- Coordinate provision for children with an EHCP, including annual reviews, target setting and contact with the Local Authority
- Help the school meet its statutory duties under the SEND Code of Practice
- Work with outside agencies (educational psychology, speech and language therapy, health and social care) to coordinate support
- Advise and support class teachers on the graduated approach, provision mapping and good classroom teaching for children with SEND
- Help to track SEND funding and provision. The Headteacher leads on funding discussions with the Local Authority
- Give governors information on SEND provision and outcomes, with support from the Headteacher

- Help to review the school's SEND policy and keep it in line with current law
- Support the preparation and review of Individual Support Plans / SEN Support Plans as appropriate
- Gather the evidence needed for referrals and requests for extra support
- Contribute to the school's SEND Information Report
- Plan smooth transitions for children with SEND, into school, between classes and on to new schools, including extra transition arrangements where needed
- Build links with other schools and specialist settings where this helps children and staff
- Help children with SEND take a full part in the academic, social and wider life of the school

6. Safeguarding

- Act as a Deputy Designated Safeguarding Lead (DDSL), with the chance to develop towards DSL as your experience grows
- Complete the Designated Safeguarding Lead training needed for the role
- Work closely with the Headteacher and the safeguarding team to keep a strong safeguarding culture across the school
- Help staff to recognise and respond to safeguarding concerns
- Contribute to referrals, record keeping, information sharing and contact with outside agencies
- Attend safeguarding, strategy and multi-agency meetings as appropriate to the role
- Keep up to date with statutory safeguarding guidance and local arrangements
- Recognise the links between SEND, safeguarding, attendance, behaviour and family circumstances, and look at concerns as a whole

These duties sit within the school's wider safeguarding structure and do not replace the Headteacher's overall responsibility for safeguarding.

7. Inclusive Circles

- Act as a Family Circle coach in line with the school's coaching model, building relationships with a group of children and supporting their sense of belonging and engagement
- Notice and report signs of need, attendance patterns and engagement in your circle, and feed this into SEND monitoring where relevant

8. Development and Support

We want this post to be a real step towards middle leadership. The school will support the successful candidate with:

- Support to complete the NPQ for SENCOs, which new SENCOs must finish within three years of starting, including time to attend and study
- Designated Safeguarding Lead training arranged by the school
- Regular mentoring and protected meeting time with the Headteacher
- Time to shadow and work alongside the specialist provisions (Haven, Hive, Horizon and Hub) and The Bridge
- Responsibility that grows step by step as your confidence grows, with a clear route towards middle leadership
- Opportunities to join SEND networks and learn from other schools

9. General Responsibilities

- Uphold and model the Freshfield Five: Be Kind, Work Hard, Work Together, Be Proud, Make a Difference

- Follow the school's safeguarding and child protection policies at all times and act as an extra source of vigilance for vulnerable children
- Promote equality of opportunity for all children and staff
- Take part in performance management and professional development, including completing the NPQ for SENCOs
- Carry out other reasonable duties suited to the post, as directed by the Headteacher

10. Working with Parents and Families

- Build positive, respectful relationships with parents and carers of children with SEND
- Make sure families are involved in decisions about their child's provision
- Meet with parents to talk about concerns, progress and support strategies
- Explain SEND processes clearly and sensitively
- Point families to relevant outside services and sources of support

11. Person Specification

We want to hear from teachers at the start of their SENCO journey. You do not need to be a SENCO already, or to hold the NPQ for SENCOs or DSL training. If you are prepared to complete this training, that is not a barrier to applying.

Interest and motivation

- A real interest in supporting vulnerable children and children with SEND, shown through your teaching, placements, voluntary work, study or other experience (essential)
- A wish to grow into SEND and inclusion leadership, and to move into middle leadership in the future (essential)
- Willingness to learn, ask for advice and reflect on your own practice (essential)

Qualifications and training

- Qualified Teacher Status (essential)
- Willingness to complete the NPQ for SENCOs within three years of appointment (essential)
- Willingness to complete Designated Safeguarding Lead training and act as Deputy DSL (essential)
- Any SEND-related training or study (desirable)

Experience

- Good classroom teaching, including on training placements or in your early career (essential)
- Some experience of working with children with SEND or children who are vulnerable, in any setting (desirable)
- Experience of planning or delivering small group or one to one support (desirable)
- Any experience of SENCO or safeguarding work (desirable)

Skills and knowledge

- Awareness of the SEND Code of Practice and the graduated approach, or willingness to learn them quickly (essential)
- Knowledge of adaptive teaching, or keenness to develop it (essential)
- Good interpersonal skills, able to build relationships with children, families, colleagues and outside professionals (essential)
- Well organised, with accurate record keeping (essential)
- Able to use assessment information to find gaps and plan next steps, or willing to learn how (essential)

- Understanding that SEND, safeguarding, attendance and behaviour are linked, or an interest in learning more (desirable)
- Good judgement and the ability to handle sensitive and confidential information (essential)

Personal qualities

- Committed to inclusion and belonging for every child
- Curious, reflective and open to feedback
- Calm, resilient and adaptable
- An approachable team player who models the Freshfield Five
- Practical and solution-focused
- Committed to helping children become independent rather than dependent on adult support