



JOB DESCRIPTION

Federated Special Needs Co-ordinator (SENCO)

Ramsey Spinning Infants and Ramsey Junior School

Grade:	Main Scale and SEN allowance
Responsible to:	Executive Principal
Direct Reports:	senior leaders, teaching staff, support staff
Indirect Reports:	Academy Trust
Job Description Issue Date:	October 2025
Postholder Name:	
Postholder Signature:	

Introduction and Core Purpose

The key task of the Federation SENCo is to ensure that Special Educational Needs (SEN) provision is both efficiently and effectively managed across the schools within the Federation. The range of responsibilities delegated to this role with regard to provision and coordination is outlined below. It is expected that all legal and statutory requirements are met for students with SEN across the Federation via the Federation Senco.

The Federation SENCo, with support of the Executive Principal, takes responsibility for the day to day operation of provision made by each school for the pupils with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all pupils. This is a non-class based role, however teaching is an integral part of this role through delivery of programmes and interventions, modelling, real time coaching etc. Meetings with the line manager will be held once a month.

In addition, support is offered through training, both school based and external training, in skills needed to fulfil the role.

Purpose of the Role

The SENCO, under the direction of the Executive Principal will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and coordination 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 .

General Responsibilities

- The SENCO will champion [The Elliot Foundation vision, values and goals](#) and ensure all staff within the Federation work in accordance with these.
- The SENCO will be aware of and comply with relevant policies and procedures, including those relating to safeguarding, health and safety, confidentiality and data protection;
- The SENCO will be an outstanding role model and leader in ensuring the highest possible standards of professionalism and achievement across the federated schools.
- The SENCO will ensure own continuous professional development, seeking active opportunities for innovative and effective practice; and

- The schools are committed to continuous school improvement within the Ramsey schools Federation, across the Elliot Foundation Multi Academy Trust (TEFAT) and across the wider educational system. Therefore, the role will support and encourage the engagement of staff in regional and national training and initiatives.

Specific Responsibilities

DEVELOPMENT OF SPECIAL EDUCATIONAL NEEDS PROVISION

- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning.
- Monitoring the quality of SEN support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- Ensure that the objectives of the SEN policy are reflected in the school improvement plan. Liaise with and coordinate the contribution of external agencies.
- Up-to-date knowledge of National and local initiatives which may impact upon policy and practice.
- To annually write the schools' SEND reports and ensure they are uploaded to the schools' websites

PROGRESS AND ACHIEVEMENT OF CHILDREN

- To monitor the achievements, welfare, attendance and discipline of students, and to follow up the progress reviews, liaising with the school team and families when appropriate.
- To gather information and make applications for referrals and requests e.g. EHCPs
- To liaise with other schools particularly regarding transition, and external agencies such as Educational Psychologists, Speech and Language Therapy and ASD support staff.
- To coordinate the application for and special arrangements in examinations eg. KS2 SATs in conjunction with the Senior Leadership team of each school.

TEACHING AND LEARNING

- Leading INSET regularly.
- Providing opportunities for observation of colleagues/visits to other schools in order to share best practice.
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice.
- Work with pupils, subject leaders, class teachers to ensure realistic expectations of behaviour and achievement is set for SEN pupils.

- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
- Overseeing and monitoring the quality of support plans such as care plans and risk assessments, maintaining detailed information for subsequent meetings with parents and families.
- Observing pupils and coordinating specialist assessments needed, analysing these to make recommendations to teaching staff
- Develop systems for colleagues to monitor and record progress made by pupils with SEN towards the achievement of targets set in support plans.
- Review Joint Learning Plans.
- To organise and support termly Structured Conversations for pupils with SEND
- Review EHC plans and support plans regularly with parents, students, teachers and agree and communicate new targets.
- Supporting the Executive Principal in meeting statutory responsibilities for SEN EHCP and their Annual Review.
- Lead the Annual Review meetings for students with EHCP.

LEADERSHIP AND MANAGEMENT

- To support the leadership of Inclusion across the schools within the Federation and be instrumental in planning for continual improvement and to make a contribution to the evaluation of the work relating to SEN, including liaising with colleagues outside the Federation.
- To promote an atmosphere of continuing professional development and to share good practice with colleagues.
- To contribute to each school's improvement plan.
- To support the professional development of all staff, including newly qualified teachers and initial teacher training students.
- To manage effectively all staff connected with SEN, as delegated by the Executive Principal
- Implement SEN element of the Induction Programme of new staff.
- Encourage all staff to recognise and fulfil their statutory responsibilities.
- Develop proformas for essential paperwork, in order to create an administrative infrastructure as part of an effective communications system.
- Identifying the training needs of staff and organising/coordinating INSET to be delivered by other professionals.
- Disseminate procedural information such as recommendations of the code of practice or the schools own SEN policy.
- Ensure the establishment of opportunities for SEN Teaching Assistants to review the needs, progress and targets of pupils with learning difficulties.
- Provide regular information to the Executive Principal, Head of School and Local Governing Body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision-making and policy review.

Teaching responsibilities :

To carry out duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.

- To carry out the duties of a general class teacher as detailed in the school's class teacher job description, including some provision for cover of absent teachers.
- Participate, as appropriate and where necessary, in the teaching of pupils at the school.
- To be responsible for teaching across all key stages.
- Develop and demonstrate an expert knowledge of outstanding practice in line with teaching standards.

In addition, the Federation SENCO will be part of the Federations Leadership team, accountable for standards achieved, playing a part in shaping the strategic direction of each school and promoting high expectations and high standards of behaviour throughout. Regular meetings will provide a forum for discussion of these issues. The Federation SENCo will be required to work outside of normal school hours on occasion (e.g. to attend Committee Meetings, etc), with due notice.

OTHER DUTIES

In addition, to undertake such duties of a similar nature, as may be reasonably directed by the Executive Principal from time to time.

NOTE:

The duties and responsibilities of the subject element of the post may vary from time to time according to the changing needs of the Academy. The leadership section of the job description may be reviewed at the discretion of the Executive Principal in the light of those changing requirements and in consultation with the post holder and Local Governing Body.

Key Performance indicators

- Safeguarding is effective
- Children's outcomes are strong and improving
- The overall quality of educational provision for SEND is good or outstanding
- The curriculum is ambitious and ensures that pupils are well-prepared for adult life; pupils love learning and attendance is improving rapidly
- Effective leadership ensures that structures and processes including the use of additional funding makes a good impact on pupils' outcomes
- Children, parents and staff voice is positive
- Engagement with the wider family of TEFAT academies is positive
- Inclusion is at the heart of the schools values, culture and practice

Key Relationships (Internal and External)

- Executive Principal
- Federation Senior Leadership Team (SLT)
- Federation Finance Manager
- Federation Administration Team
- School based teaching and support staff colleagues
- TEFAT members, other schools and further education establishments
- Any other stakeholders
- Parents and carers / guardians

Notes

- This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of TEFAT. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed;
- The responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment; and
- Recruitment and induction practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Barred list and enhanced Disclosure and Barring Service (DBS) check.

Person Specification - SENCO

	Essential	Desirable
Qualifications		
Educated to degree level.	X	
Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS.	X	
National Award for Special Education Needs Qualification.	X	
Experience		
	X	
Experience of teaching in Foundation Stage, Key stage 1 and Key stage 2.	X	
Experience of managing the work of colleagues and delegating tasks.	X	
Experience of planning and working as part of a team.	X	
Experience of Senior Leadership.		X
Been responsible for appraisal of staff.		X
Coaching and mentoring NQT and teachers.		X
Professional Development		
A record of continuous professional development that includes recent training in the Primary Curriculum.	X	
Experience of supporting the professional development of colleagues.		X
Professional development associated with Middle and Senior Leadership.		X
Learning and teaching		
Have a good understanding of what contributes to successful learning and about the ability to promote the most effective teaching strategies to bring this about.	X	
To have a good understanding of how assessment strategies are used to inform learning in order to help pupils make progress.	X	
The ability to create a learning environment for pupils which stimulates, scaffolds and supports learning.	X	
A clear understanding of how to design an imaginative curriculum for the year group which covers statutory requirements and is sufficiently well differentiated and resourced to meet the needs of all pupils.	X	
The ability to support and inspire colleagues in the year team to ensure that all pupils and staff develop positive attitudes to challenge and high expectations.	X	
Understanding of social inclusion, equal opportunities and issues for a school serving a multicultural community.	X	
An understanding of the principles and practice of parental involvement to support pupils' learning	X	
Knowledge of the pedagogy and practice required to ensure all groups of pupils make good progress (EAL, SEND, G&T)	X	
Leadership and management		

The ability to monitor and evaluate pupil progress data across the year group in order to identify trends in the performance of individuals and groups and set challenging targets for improvement	X	
The ability to use the available resources in the year group to design intervention strategies to address the identified needs of pupils	X	
The ability to evaluate strengths and weaknesses in the performance of colleagues in the team, and report to the leadership team	X	
A clear understanding of the appropriate strategies to support and maintain high standards of behaviour within the year groups and the Academy	X	
Skills and attributes		
Excellent teaching skills	X	
Good interpersonal skills, including an appreciation of the importance of confidentiality and the ability to listen to and respond sensitively to both adults and children	X	
The ability to communicate effectively to a variety of audiences	X	
An ability to motivate people and keep morale high	X	
A calm approach and a positive attitude to behaviour management	X	
A positive attitude to challenge and change	X	
To meet the requirements of a DBS check to ensure suitability for work with children	X	
Written application		
Well constructed, with evidence of clear thinking	X	
Evidence of a personal philosophy of education	X	
Health and attendance		
Excellent attendance and health record	X	
Personal Qualities		
Adaptable, flexible and able to seek advice and support	X	
Approachable, caring and empathetic	X	
Enthusiastic, positive, creative and proactive	X	
Sense of humour	X	
Organised, self motivated, able to prioritise and meet deadlines	X	
<i>Rasmey Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.</i>		