



Job Title and Level

Special Educational Needs Co-Ordinator (SENCO)

Level: UPS + TLR (Upper Pay Scale plus Teaching and Learning Responsibility allowance)

Main Purpose of the Role

The SENCO at Whitfield Aspen School plays a pivotal leadership role in ensuring innovative provision for pupils with Special Educational Needs and Disabilities (SEND), including those with Education, Health and Care Plans (EHCPs). The post will also include Co-Leading with our other SENCO, the school's Specially Resourced Provision (SRP) for Profound, Severe and Complex Needs (PSCN). The SENCO will provide strategic direction and daily operational leadership of SEN policy and provision across the school's large, diverse primary setting.

Aligned with Whitfield Aspen's vision of *Learning Together through Aspiration, Imagination and Determination*, the SENCO will champion an inclusive culture that fosters high-quality teaching and learning for all pupils, with particular attention to the 30% of children with EHCPs and the 40% pupil premium cohort. The postholder will lead a highly experienced team of SRP teachers, nurture strong relationships across staff, families, and external agencies, and ensure the school meets its statutory obligations under the SEND Code of Practice (2020) and Equality Act (2010).

Key Responsibilities and Duties

Strategic Leadership and Development

- Co-lead the strategic development and implementation of SEN policy and provision across the whole school, ensuring alignment with the school improvement plan and the latest DfE guidance and SEND Code of Practice.
- Act as Co-Lead Teacher for the SRP, providing inspirational leadership to a team of experienced SRP teachers and support staff.
- Contribute to whole-school self-evaluation and quality assurance processes relating to SEND, including monitoring, reviewing, and reporting on the impact of provision for pupils with SEN or disabilities.
- Maintain up-to-date knowledge of national and local SEND initiatives, including active participation in the KSENT network, Community of Schools meetings, and SENCO forums.

- Evaluate and advise on the effective deployment of the school's SEN budget, notional budget and resources, ensuring value for money and high impact outcomes for pupils.

Operational Management and Coordination

- Lead the day-to-day operation of the SEN policy, ensuring accurate maintenance of the SEND register and pupil records, including EHCPs.
- Provide expert professional guidance to teaching staff, teaching assistants, and other colleagues on the graduated approach to SEN support, reasonable adjustments, and access arrangements.
- Coordinate multi-agency working with education, health, social care, and voluntary services to secure appropriate support and interventions for pupils.
- Be the key contact for external agencies and the local authority, ensuring smooth transitions and continuity of support for pupils, including liaison with early years providers and secondary schools.
- Analyse assessment and progress data for pupils with SEN or disabilities to inform planning and provision, including leading intervention groups and monitoring their effectiveness.

Support for Pupils and Families

- Identify and assess pupils' SEN in collaboration with staff and parents, coordinating tailored provision to meet individual needs.
- Lead annual EHCP reviews in partnership with parents/carers, pupils, and relevant professionals, ensuring the child's voice is central to decision-making.
- Promote the full inclusion of pupils with SEN in all aspects of school life, including curriculum access, extracurricular activities, and social integration.
- Work closely with the designated teacher for looked-after children to support those pupils with SEN or disabilities.
- Build and maintain positive relationships with parents and carers, ensuring clear communication and involvement in their child's education.

Leadership and Management

- As a member of the Senior Leadership Team (SLT), contribute to whole-school strategic planning and governance regarding SEND and inclusion.
- Lead, manage, and appraise the performance of SRP teachers and teaching assistants, fostering a collaborative and supportive professional environment.
- Identify and coordinate professional development opportunities to build staff capacity in meeting the needs of pupils with SEN.
- Lead staff training and INSET on SEND-related topics, promoting an ethos that values aspiration, imagination, and determination for all learners.
- Prepare and present reports and information as required by the governing body and external agencies.

General Duties

- Uphold the school's vision and values, promoting a culture of learning together through aspiration, imagination, and determination.
 - Share corporate responsibility for the well-being, discipline, and safeguarding of all pupils.
 - Comply with all school policies, including health and safety, safeguarding, and equality legislation.
-

Skills and Competencies

- **Leadership & Management:** Proven ability to co-lead a complex SRP setting, managing and inspiring a skilled team of teachers and support staff.
 - **Strategic Thinking:** Strong capacity to develop, implement, and evaluate SEN policy aligned with school vision and statutory requirements.
 - **Communication & Relationship Building:** Exceptional interpersonal skills to build and maintain positive, collaborative relationships with colleagues, families, pupils, and external agencies.
 - **Expertise in SEN:** In-depth knowledge of the SEND Code of Practice, EHCP processes, graduated approach, and inclusive teaching strategies for pupils with profound and complex needs.
 - **Data Analysis:** Ability to interpret pupil data to monitor progress, identify barriers, and shape effective interventions.
 - **Multi-agency Collaboration:** Skilled in coordinating multi-disciplinary teams and external services to provide holistic support for pupils.
 - **Empathy and Advocacy:** A strong commitment to promoting inclusion, safeguarding, and pupil voice, ensuring all children achieve their potential.
 - **Resilience and Initiative:** Capacity to solve problems creatively, make informed decisions, and manage competing priorities in a dynamic school environment.
 - **Continuous Professional Development:** Commitment to ongoing learning and reflective practice, aligned with the school's values of aspiration and determination.
-

Professional Development

Whitfield Aspen School is committed to the continuous professional growth of its staff. The SENCO role offers opportunities to:

- Engage in nationally accredited training including the National Award for SEN Coordination.
- Participate actively in local and regional SEN networks such as KSENT and Community of Schools forums.
- Access bespoke professional development tailored to the needs of the SRP and whole school.

- Contribute to whole-school leadership development and strategic planning.
- Develop expertise in cutting-edge inclusive practises and research-informed SEN provision.

This commitment supports the school's vision of *Learning Together through Aspiration, Imagination and Determination*, ensuring the SENCO grows as a leader and advocate for all pupils.

Safeguarding

Safeguarding and promoting the welfare of children and young people is a key responsibility of the SENCO. The post holder will:

- Ensure all practice and provision prioritises pupil safety, well-being, and emotional health.
 - Maintain up-to-date knowledge of safeguarding legislation, guidance, and the school's safeguarding policies.
 - Act as a Designated Safeguarding Lead (or deputy if required) with responsibility for vulnerable pupils with SEN.
 - Work collaboratively as part of the Designated Safeguarding Lead team, social services, and other agencies to safeguard pupils.
 - Undertake regular safeguarding training and contribute to safeguarding culture and awareness across the school community.
-

This job description is designed to provide a comprehensive overview of the SENCO role at Whitfield Aspen School. It is not exhaustive and may be amended in consultation with the postholder to reflect the evolving needs of the school and its pupils.