

JOB DESCRIPTION

JOB TITLE: Special Educational Needs Coordinator (SENCO)

RESPONSIBLE TO: Head Teacher

OVERALL PURPOSE

The SENCO will provide strategic leadership and operational oversight of SEND provision across the school, ensuring that:

- Inclusive practice remains at the heart of Oakfield's ethos
- Provision for pupils with SEND, including those in the SRP for ASD, is of the highest quality
- Staff are supported to deliver excellent, adaptive "quality first teaching"
- Pupils achieve positive outcomes academically, socially, and emotionally
- The SENCO will work in close partnership with staff, families, governors, and external agencies, ensuring that provision is ambitious, responsive, and rooted in best practice

MAIN ROLES AND RESPONSIBILITIES

Key Duties and Responsibilities

1. Strategic Leadership of Inclusion and SEND
 - Lead the strategic development of SEND provision across the school, including the SRP for ASD
 - Champion Oakfield's culture of inclusion, ensuring consistency across all classrooms and phases
 - Contribute significantly to the School Improvement Plan, ensuring SEND priorities are embedded throughout
 - Maintain and build upon the school's Flagship Inclusion Quality Mark status
 - Lead self-evaluation of SEND provision, using evidence, pupil voice, and outcomes
 - Ensure compliance with statutory guidance, including the SEND Code of Practice (2015) and Equality Act (2010)
 - Evaluate the impact of funding streams (including high needs funding) to ensure maximum impact
2. Operational Leadership and Coordination
 - Oversee the day-to-day management of SEND provision, including the SRP

- Maintain accurate and dynamic SEND registers, provision maps, and pupil profiles
 - Lead the graduated approach to SEND (assess, plan, do, review) across the school
 - Monitor the quality of teaching and interventions for pupils with SEND
 - Analyse assessment data to identify trends, gaps, and next steps
 - Ensure high-quality provision for pupils with ASD, including personalised approaches and structured environments
 - Coordinate EHCP processes, annual reviews, and statutory paperwork
3. Leading the Specialist Resource Provision (SRP) for ASD
- Provide strategic oversight of the SRP, ensuring it is fully integrated within the life of the school
 - Work closely with SRP staff to maintain high-quality, evidence-based provision
 - Ensure pupils in the SRP access both specialist and mainstream opportunities where appropriate
 - Develop and embed best practice for autism-friendly environments, communication approaches, and sensory regulation
 - Share expertise from the SRP across the whole school to strengthen inclusive practice
4. Staff Development and Leadership
- Act as a key driver of professional development, building staff confidence and expertise in SEND
 - Lead high-quality CPD and INSET on inclusive teaching, adaptive practice, and SEND needs
 - Coach and support teachers and support staff to deliver effective provision
 - Line manage and deploy teaching assistants effectively, ensuring impact on pupil outcomes
 - Promote a culture of reflection, ambition, and continuous improvement
5. Partnership with Families and External Agencies
- Build strong, trusting relationships with parents and carers, recognising them as partners in their child's education
 - Communicate clearly and compassionately, particularly during EHCP reviews and challenging discussions
 - Work collaboratively with external professionals, including Educational Psychologists, Speech and Language Therapists, and CAMHS

	<ul style="list-style-type: none"> • Act as the main point of contact for the Local Authority regarding SEND • Advocate for pupils and families to secure appropriate support <p>6. Inclusion, Safeguarding and Wellbeing</p> <ul style="list-style-type: none"> • Promote inclusion across all aspects of school life, ensuring equitable access to the curriculum and wider opportunities • Support pupils' social, emotional, and mental health alongside academic progress • Ensure all SEND practice aligns with safeguarding expectations, including Keeping Children Safe in Education • Uphold a culture where every child feels safe, respected, and able to succeed
<p>Other areas of responsibility</p>	<ul style="list-style-type: none"> • The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.
<p>Data Protection Responsibilities</p>	<ul style="list-style-type: none"> • Ensure that personal data of students and colleagues is collected, processed, and stored securely, following the school's data protection policy. • Use school-approved platforms and tools to communicate with students, parents, and colleagues to maintain data protection compliance. • Report any data breaches, potential breaches, or subject access requests (SARs) to the designated Data Protection Officer (DPO) and/or onsite data protection lead promptly. • Complete any required data protection training to maintain awareness of the relevant legislation and best practices.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. The job description will be reviewed from time to time to reflect the changes needs and circumstances of the school. Such reviews and any consequential changes will be carried out in consultation with the post holder.



The Golden Thread Alliance is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The duties above are neither exclusive, nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

Postholder's signature: _____

Postholder's name: _____

Date: _____

PERSON SPECIFICATION

CRITERIA	QUALITIES
Qualifications & Training	<ul style="list-style-type: none"> • Qualified Teacher Status • National Award for SEN Coordination (or willingness to complete within 3 years) • Degree • Additional SEND or ASD-specific qualifications
Experience	<ul style="list-style-type: none"> • Teaching experience in a primary setting • Experience of leading or contributing to whole-school SEND provision • Experience supporting pupils with a wide range of SEND, including ASD • Experience of working within or alongside specialist provisions (e.g. SRP) • Experience of leading CPD / staff training • Experience of working with external agencies and EHCP processes
SKILLS AND KNOWLEDGE	<ul style="list-style-type: none"> • Strong knowledge of the SEND Code of Practice (2015) • Deep understanding of inclusive, adaptive teaching (“quality first teaching”) • Expertise in supporting pupils with ASD and complex needs • Ability to analyse data and use it to inform provision • Excellent communication skills, both written and verbal • Strong organisational and record-keeping skills • Ability to influence, motivate, and support others • Understanding of trauma-informed and relational approaches

**PERSONAL
QUALITIES**

- A passionate advocate for inclusion and equity
- A visible and inspirational leader who champions every child
- Resilient, adaptable, and solution-focused
- Highly empathetic, with a commitment to working collaboratively with families
- Reflective and committed to continuous improvement
- Able to balance strategic thinking with operational demands
- Utterly committed to safeguarding and promoting the welfare of children

Postholder's signature: _____

Postholder's name: _____

Date: _____