

## **POSITION: Federation SENDCo, Designated Teacher for Children in Care and DDSL**

REPORTS TO: Deputy Executive Head for Inclusion and Federation Executive Headteacher

GRADE: UPS plus £8610 TLR allowances (*as at Apr 2026*)

### **PURPOSE OF THE JOB - SENDCO**

To carry out the professional duties of a Special Educational Needs Coordinator, as described in the current School Teachers' Pay and Conditions Document, including specific duties assigned to him/her by the Federation Deputy Head and/or Executive Head.

### **SPECIFIC RESPONSIBILITIES - SENDCo**

1. Lead by example to maintain the positive ethos across the school, in which all staff have a strong commitment to the principle of inclusion and all children are able to access a broad, balanced and relevant curriculum.
2. Plan, coordinate, monitor and evaluate the quality of all SEND provision across both schools and the Specialist Resource Provision (SRP) and provide regular reports to the Federation Deputy Head for Inclusion, Federation Executive Head and Governors.
3. Provide leadership, including training, guidance, and support for staff at all levels in order to ensure that all children facing barriers to learning achieve their full potential.
4. To work with the current leadership team to support staff in order to provide excellent provision for children with SEND. This will involve:
  - Identifying a pupil's main area of SEN
  - Communicating effectively with parents/carers
  - Analysis of pupil progress data
  - Managing strategically planned intervention and support programmes
  - Evaluating the impact of interventions
  - Ensuring effective deployment of staff
  - Facilitating the sharing of outstanding practice, including the leading or supporting of INSET sessions.
  - Ensuring consistency of work across the school and within school policies
5. To take a lead role in developing individual support programmes, including IEPs, IBPs, target setting and reviews
6. To maintain records for all children with SEND including an accurate SEND register, provision maps, and to provide written reports for annual reviews and statutory assessment.
- 6a. To lead of the annual review of EHCPs, including effective communication with parents/carers.

- 6b. To liaise with the Federation Business Manager to facilitate the SEN income streams.
7. Lead in establishing effective integrated working involving the full range of external agencies to ensure high quality support for children and families and to ensure early intervention.
8. Support pupils and parents or carers during pupils' transition between Key Stages, including secondary transfer.
9. To take a lead role in developing the Specialist Resource provision in conjunction with the Federation Deputy Executive Head and Executive Head Teacher.
10. Undertake teaching responsibilities, as directed by the Federation Deputy Head and/or Executive Head.

### **Purpose of the job – Designated teacher for Children in Care**

The designated teacher should be a central point of initial contact within the school. The designated teacher has the overall responsibility to ensure that looked-after children and previously looked-after children aren't placed at a disadvantage, and are given the support that they need to succeed both academically and emotionally in school.

### **Specific Duties of the Designated teacher for Children in Care**

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- Contribute to the development and review of whole-school policies and procedures so that they do not unintentionally put looked-after and previously looked-after children at a disadvantage (for example, procedures such as induction and transition)
- Promote a culture in which looked-after and previously looked-after children are:
  - Prioritised for academic support
  - Encouraged to actively participate in school life
  - Supported to succeed and aspire to further and higher education or highly skilled jobs
  - Able to take ownership of their learning and have opportunities to discuss their progress
  - Able to discuss difficult issues (such as SEN, bullying, attendance) in a frank manner
- Set high expectations of looked-after and previously looked-after children's learning, and ensure teachers set targets that accelerate progress
- Advise teachers on differentiated teaching strategies appropriate for looked-after or previously looked-after children
- Advise on the use of assessment for learning approaches to improve the progress of looked-after and previously looked-after children, and help them and their teachers understand where they are in their learning and their next steps
- Have overall responsibility for target setting for looked-after children and previously looked-after children in school including monitoring and tracking attainment progresses, and ensuring that identified actions are put in place

- Ensure that they themselves, and other school staff, have strong awareness, training and skills around the specific needs of looked-after and previously-looked after children and how to support them
- Work with the school's designated safeguarding lead to ensure any safeguarding concerns regarding these looked-after and previously looked-after children are quickly and effectively responded to
- Support progress by ensuring effective communication with carers, parents or guardians
- Ensure carers, parents or guardians understand:
  - The potential value of one-to-one tuition and are equipped to engage with it at home
  - How the school teaches skills such as reading and numeracy
- Encourage high aspirations and work with the looked-after and previously-looked after child to plan for their future success and fulfilment
- Fully involve carers, parents or guardians in any decisions made about their child's education
- Work with carers, parents and guardians to understand the emotional and behavioural needs of the child
- Build and maintain relationships with other professionals, in particular the virtual school head (VSH) and the local authority's SEND department, to ensure the school responds effectively to its pupils' needs
- Work with relevant professionals, including the VSH, to ensure that they (the designated teacher) and other school staff have the skills to identify signs of potential mental health issues among looked-after and previously looked-after children, and know how to access further assessment and support where necessary
- Work with relevant professionals, including social workers and school staff, to develop, monitor and review looked-after and previously looked-after children's PEP

## **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, PREVENT) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of looked-after and previously looked-after children, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

**OTHER DUTIES & RESPONSIBILITIES** To undertake other duties consistent with the scope of the post and within the competence of the post-holder as directed by the head teacher and deputy head teacher. **SPECIAL CONDITIONS** Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the governors. The Postholder may be required to work outside of normal school hours on occasion (e.g. to attend Finance Committee Meetings, Governing Body Meetings, etc), with due notice.

## Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>➤ Qualified teacher status [note: this is a requirement under the SEND Code of Practice]</li> <li>➤ National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment [note: this is a requirement under the SEND Code of Practice]</li> <li>➤ Degree</li> <li>➤ Advanced Safeguarding Training</li> <li>➤ Appropriate Designated Teacher for Children in Care training as provided by VSH.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>➤ Extensive Teaching experience judged as Good or better</li> <li>➤ Experience of working at a whole-school level</li> <li>➤ Involvement in self-evaluation and development planning</li> <li>➤ Experience of conducting training/leading INSET</li> <li>➤ Experience of fulfilling the role and responsibilities of a Designated Teacher</li> <li>➤ Experience of fulfilling the role and responsibilities of a Deputy Designated Safeguarding Lead</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>➤ In-depth knowledge of the SEND Code of Practice</li> <li>➤ Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>➤ Ability to plan and evaluate interventions</li> <li>➤ Data analysis skills and the ability to use data to inform provision planning</li> <li>➤ Effective communication and interpersonal skills</li> <li>➤ Ability to build effective working relationships</li> <li>➤ Ability to influence and negotiate</li> <li>➤ Good record-keeping skills</li> <li>➤ In-depth knowledge of speech, language and communication needs, including Autism.</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>➤ Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</li> <li>➤ Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>➤ Resilience and the ability to work under pressure and prioritise effectively</li> <li>➤ Commitment to maintaining confidentiality at all times</li> <li>➤ Commitment to safeguarding and equality</li> <li>➤ The ability to work enthusiastically and collaboratively as part of a wider team.</li> </ul>

### Notes:

This job description may be amended at any time in consultation with the postholder.