

# Role Profile Special Educational Needs and Disability Coordinator (SENDCo)

Location: Salcombe Preparatory School

Function: Learning Support/SEND

Reporting To: Headteacher



# What you'll be doing

## Role purpose

The SENDCo provides strategic and operational leadership of SEND provision across the Pre-Prep and Prep and works closely with the Headteacher in determining its ongoing development.

The postholder has day-to-day responsibility for implementing the school's SEND policy and coordinating provision for individual pupils with Special Educational Needs or Disabilities, including oversight of statutory documentation and review processes where applicable. The SENDCo also leads and coordinates provision for pupils with English as an Additional Language (EAL).

The role carries a reduced teaching timetable to enable effective delivery of targeted intervention, assessment, classroom observation and staff guidance.

The SENDCo leads early identification processes, ensures high-quality specialist teaching and intervention, and oversees accurate tracking and record-keeping to secure strong academic and pastoral outcomes for pupils with additional needs. The SENDCo works collaboratively with teachers, Learning Support Assistants, parents and external professionals, promoting staff awareness, confidence and consistency in inclusive practice across the school.

The SENDCo will ensure provision is informed by the principles of the SEND Code of Practice (2015) and compliant with the Equality Act 2010 and Independent School Standards.

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## Key Responsibilities

The SENDCo is accountable for:

- Strategic leadership and oversight of SEND provision across the school (Pre-Prep and Prep).
- Regular review of the school's SEND policy.
- Ownership, accuracy and regular review of the SEND register.
- Early identification and assessment of pupils with actual or suspected SEND.
- Direct teaching and delivery of targeted SEND interventions.
- Monitoring and evaluating the impact of interventions and pupil progress.
- Oversight of referrals to external professionals and implementation of recommendations.
- Leading professional dialogue and structured meetings with parents regarding SEND provision.
- Promoting high-quality inclusive teaching practice across the school.
- Professional oversight, deployment and guidance of Learning Support Assistants.
- Analysis of SEND progress data to inform provision and school improvement.
- Ensuring compliance with Equality Act responsibilities and access arrangements.
- Contributing to whole-school improvement priorities related to SEND.

The SENDCo will support whole-school priorities and undertake additional responsibilities, as reasonably directed by the Headteacher, in line with the scope of the role.

## What you will be doing

### Teaching, Provision and Inclusion

- Deliver high-quality specialist teaching and targeted intervention for pupils with SEND.
- Plan structured, evidence-informed intervention programmes aligned to identified needs.
- Maintain a reduced mainstream teaching commitment appropriate to the role.
- Prepare differentiated and scaffolded materials to support curriculum access.
- Adapt teaching approaches to address specific learning barriers.
- Coordinate provision for pupils with SEND and review support arrangements regularly.
- Monitor provision and progress for pupils with EAL and advise staff on effective language-support strategies.
- Maintain high expectations and promote full inclusion in curriculum learning and wider school life.
- Model effective adaptive teaching strategies where appropriate.

### Assessment, Identification and Monitoring

- Lead early identification processes for pupils with actual or suspected SEND.
- Carry out classroom observations and diagnostic assessments to identify barriers to learning.
- Gather and interpret assessment evidence to inform provision and next steps.
- Assess, record, track and analyse pupil progress to ensure provision remains responsive and effective.
- Maintain accurate and effective record-keeping systems.
- Prepare reports for parents and the Headteacher outlining provision and impact.
- Support and coordinate examination access arrangements where required.
- Ensure the appropriate transfer of SEND records when pupils move settings.

### Supporting Staff and Learning Support Assistants

- Provide professional guidance to teachers on adaptive teaching, differentiation and reasonable adjustments.
- Support colleagues in identifying emerging learning needs and appropriate responses.
- Advise staff on the graduated approach to SEND support.
- Support and coordinate the work of Learning Support Assistants to ensure targeted and effective provision.
- Contribute to staff training and professional development relating to SEND and inclusive practice.

### Liaison and Partnerships

- Lead and coordinate referrals to external professionals where appropriate.
- Prepare and collate evidence to support referral processes.
- Meet regularly with parents to discuss identification, provision and progress.
- Liaise with educational psychologists, therapists and other professionals.
- Liaise with families where English is an additional language to ensure clear communication and support.
- Ensure professional recommendations are implemented and reviewed effectively.
- Support effective transition planning between year groups and onward destinations.

### Compliance

- Ensure SEND and EAL practice aligns with school policy and Equality Act responsibilities.
- Oversee and monitor appropriate access arrangements for assessments.
- Ensure accurate, confidential and inspection-ready documentation is maintained.

- Contribute to reviewing and developing the SEND policy and related procedures.

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## Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct.
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing.
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy.
- To engage in safeguarding training when required.

Additionally, the SENDCo will:

- Ensure SEND and EAL provision and intervention arrangements meet safeguarding requirements.
- Act in accordance with safeguarding policies, statutory guidance and the staff code of conduct.
- Promote a culture of professionalism, accountability and shared responsibility across the school.
- Demonstrate a personal commitment to safeguarding and pupil/colleague wellbeing.
- Ensure any safeguarding concerns or incidents are reported appropriately in line with policy.
- Engage in safeguarding training as required.

# What you'll bring

Essential	Desirable
<p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Excellent communication and interpersonal skills.</li><li>• Effective organisational and planning skills.</li><li>• Secure understanding of inclusive teaching practice and behaviour management strategies.</li><li>• Ability to assess, monitor and evaluate pupil progress accurately.</li><li>• Ability to plan and deliver effective targeted intervention.</li><li>• Flexibility and adaptability; willingness to follow direction according to school needs.</li><li>• Competent use of ICT and educational systems for tracking and documentation.</li></ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"><li>• Ability to contribute to the development of SEND provision.</li><li>• Confidence in supporting colleagues to improve inclusive practice.</li><li>• Ability to evaluate provision and recommend improvements.</li><li>• Resilience and the ability to work well under pressure.</li><li>• Experience working collaboratively across phases or departments.</li></ul>
<p><b>Qualifications</b></p> <ul style="list-style-type: none"><li>• Good Honours Degree.</li><li>• Qualified Teacher Status (QTS) or equivalent.</li><li>• Evidence of recent, relevant SEND professional development.</li><li>• NASENCO qualification or commitment to achieving the National Award for SEN Coordination within three years of appointment.</li></ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"><li>• Further qualification in SEND, inclusion or language acquisition.</li></ul>
<p><b>Experience</b></p> <ul style="list-style-type: none"><li>• Successful experience teaching within a primary or prep school setting.</li><li>• Proven experience as an effective classroom practitioner.</li><li>• Experience delivering targeted intervention and supporting pupils with additional needs.</li><li>• Proven experience working constructively with parents, colleagues and external professionals.</li><li>• Up-to-date knowledge of relevant legislation and guidance relating to SEND, inclusion and safeguarding.</li></ul>	<p><b>Experience</b></p> <ul style="list-style-type: none"><li>• Experience leading or contributing to SEND or EAL provision within a school.</li><li>• Experience contributing to policy development or school improvement projects.</li><li>• Experience supporting examination access arrangements.</li></ul>

- Secure understanding of assessment principles and the effective use of assessment data.

### Other

- Commitment to meeting the needs of all pupils, regardless of background or ability.
- Professional resilience and the ability to manage competing priorities.
- Willingness to participate fully in the wider life of the school.
- Commitment to promoting the welfare of all children.

### Other

- Commitment to ongoing professional development and reflective practice.
- Interest in developing inclusive practice across the school.
- A clear philosophy of primary education that places the child at the centre of learning, recognising the importance of stimulation, enjoyment and high standards.

## Key Stakeholders you'll be working with

- **Internal:** Headteacher, Senior Leadership Team, Heads of Department, Teaching and Support Staff, Pupils.
- **External:** Parents and carers, Educational Psychologists, External Agencies and relevant professionals.

## To be signed and dated by employee:

Signed: .....

Name (print): .....

Date: .....

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