Post title	SENDCO
Salary and grade:	MPS/UPS + TLR 2b £6,082
FTE	Full Time
Line manager/s:	Headteacher
Start Date:	12th April 2027 (or earlier or later for an exceptional candidate)

Main purpose of the job:

To work with Nexus MAT, Governors, Headteacher and other Academy leaders ensuring the very best education for our students, through achieving the school and Trust aims and objectives.

In particular, to work with other leaders of Inclusion to develop and coordinate provision and systems and procedures for all identified Special Educational Needs and Disabilities. This includes coordinating provision in line with the school's specialist designation.

To report to the Academy Leadership Team and share the responsibility for moving the school forward.

Key duties and responsibilities

Accountable to the Headteacher, Trust executive and the Local Governing Body for:

- sustaining the aims and objectives of the school; managing staff and resources to that end; and monitoring progress towards their achievement;
- working to maximise students' learning and progress and development;
- systems, processes and caseload regarding EHCP annual reviews and other aspects of meeting students' identified SEND;
- liaising with key stakeholders and partners to support school improvement;
- ensuring that the school promotes effective links with the local community and continues the development of close liaison with other local primary, secondary and special schools.

Strategic direction and development of the school

- creating an ethos and provide educational vision and direction which promotes effective teaching, successful learning and achievement by students and sustained improvement in their spiritual, moral, cultural, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of adult life;
- ensuring that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting short, medium and long term objectives and targets which secure the educational success of the school;
- ensuring that the organisation of the school support its vision and aims;
- ensuring that policies and practices take account of national, local and school data, inspection and research findings;

Teaching and Learning

- sustaining effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of students' achievement, using benchmarks and setting targets for improvement;
- ensuring that all students receive a good quality education through a programme designed to promote good learning in a safe and healthy school environment;
- ensuring a consistent and continuous school-wide focus on student's achievement, using data and benchmarks to monitor every student's learning and progress;
- ensuring that learning is at the centre of strategic planning and resource management;
- establishing creative, responsive and effective approaches to learning and teaching;
- ensuring a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning;
- demonstrate and articulate high expectations and set stretching targets for the whole community;
- implement strategies which secure high standards of behaviour and attendance;
- take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of students;
- monitor, evaluate and review classroom practice and promote improvement strategies ensuring that underperformance is challenged at all levels and ensure effective support and intervention;
- ensuring holistic, child centred support is in place which empowers children and their families and enables the development of healthy, socially inclusive behaviours.

Leading and managing people

To lead, motivate, support, challenge and develop other people in order to secure improvement:

- To maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and students;
- To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teachers and other members of staff, in work carried out in school and work carried out elsewhere;
- To sustain effective systems for the management of staff performance;
- Ensuring that all staff receive regular appraisal and performance management as per the Trust's policies and procedures;
- Ensuring that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified Teacher Status and the Teacher Standards.

Efficient and effective deployment of people and resources

- To support the Headteacher in the deployment of people and resources efficiently and effectively to meet specific objectives in line with the school's strategic plan and financial context.
- To work with Academy Leaders to deploy and develop all staff effectively in order to improve the quality of education provided;
- To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve students' achievements, ensure efficiency and secure value for money;
- To ensure that staff attend INSET and undertake CPD activity which increases their knowledge and understanding of teaching and learning.

Accountability

- To be accountable for the efficiency and effectiveness of the school to the Headteacher, Local Governing Body, the Trust CEO and Trust Board and others, including students, parents, staff and the local community;
- To provide information, objective advice and support to the Headteacher and governors to enable them to meet their responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money;
- To develop an organisation in which all staff recognise that they are accountable for the success of the school;
- To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including parents, governors, the Trust Board, the local community, Ofsted and others, to enable them to play their part effectively;
- To ensure that parents and students are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieving students' and the school's targets for improvement;
- To provide information about the work and performance of staff where it is relevant to their future employment.

Safeguarding

- Ensuring that the school meets and maintains the standards for safeguarding;
- Ensuring the policies and procedures adopted by the Trust Board are fully implemented and followed by all staff and volunteers;
- Ensuring all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

Strengthening Community

- To enable a school culture and curriculum which takes account of the richness and diversity of the school's community;
- Ensuring learning experiences for students are linked into and integrated with the wider community;
- Ensuring a range of community-based learning experiences and opportunities;

- To work in partnership with other agencies in providing for academic, spiritual, moral, social, emotional and cultural well-being of students and their families;
- To seek opportunities to invite parents and carers, members of the community, business or other organisations into the school to enhance and enrich the school and its value to the wider community;
- To be able to contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives;
- Ensuring that the school promotes effective links with the local community and continues the development of close liaison with other local primary, secondary and special schools.

Other Duties

- Other such reasonable duties as determined and delegated by the Headteacher or Nexus MAT CEO consistent with the grade of the post and the experience of the Post holder

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus Multi Academy Trust School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification

		Essential	Desirable
Qualifications, Skills & Knowledge	DfE recognised qualified teacher status (QTS)	•	
	Degree or equivalent	•	
	Appropriate SENDCO qualification – achieved or working towards	•	
	Strong knowledge of current thinking and practice in education	•	
	Evidence of continuing professional development and commitment to continuous improvement	•	
	Other professional qualifications (eg. NPQSL)		•
	Capacity to influence people and lead change	•	
	Evidence of strong person-centred vision and values	•	
	Knowledge of school budgets, financial regulations and procedures or managing a part of the school budget		•
Experience	Appropriate experience to have credibility with the people you will work with as a SENDCO	•	
	Recent and relevant experience as an effective coordinator of SEND provision	•	
	Recent and relevant experience of Ofsted inspection		•
	Recent experience of teaching a primary curriculum		•
	Experience of multi-disciplinary working, including regarding EHCP annual review processes		•
	Experience of successful work with parents, carers and the wider community	•	
	Experience of planning and implementing personalised plans for students with special educational needs	•	
Thinking Ability	Evidence of successful strategies for improving the quality of provision and students' learning and progress	•	
	Evidence of high expectations for children and young people's learning and achievement	•	
	The capacity to use ICT to improve the quality of provision	•	
	A good understanding of the features of high-quality practice for children and young people with SEND	•	
Personal Effectiveness	Excellent communication skills	•	
	Excellent interpersonal skills	•	
	The ability to develop effective working relationships	•	
	Resilient and easily adaptable to change	•	
	Positive, ambitious and forward looking	•	
	The ability to manage own time, prioritise tasks and proven organisational skills	•	
	The ability to inspire and motivate other people	•	
	Passionate and enthusiastic about making a difference	•	
	Honesty and integrity	•	

		Essential	Desirable
	Humility, resilience and optimism	•	
Interpersonal Relationships	The ability to lead the school's vision and ethos	•	
	A strong commitment to developing other people	•	
	The ability to set challenging targets	•	
	The ability to monitor, evaluate and review your own, others and the school's effectiveness	•	
	Highly effective teamwork skills	•	
General	The flexibility to meet the full range of job requirements	•	
	Able to travel to a wide range of meetings and events	•	
	A strong commitment to safeguarding and promoting the welfare of children and young people	•	
	A firm commitment to the concept of Multi-Academy Trust and desire to see the Trust flourish and expand in a sustainable manner	•	
	A commitment to equal opportunities	•	