The Harmony Trust
Job Description

Job Title: SENDCo	
Teacher Pay Scale (MPS/UPS) + TLR 2a	
Responsible to: Trust Senior Leader for SEND	
Job Description - This job description is based on the Teachers Standards and may be amended at any time following consultation between the post holder, Leadership Team and Board of Trustees.	

Job Purpose:

The Trust SENDCo will work as part of The Harmony Trust Inclusion Team, under the direction of the Trust Senior Leader for SEND, supporting the implementation of Trust SEND strategy across nominated academies within the North West region. The postholder will provide strategic and operational support to academy leaders and inclusion teams, ensuring compliance with Trust processes, statutory requirements and best practice. The role may involve deployment across one academy, multiple academies or Trust-wide projects according to organisational need.

Strategic Leadership and School Improvement

- Support the implementation and review of Trust SEND and Inclusion policies.
- Ensure academies are compliant with statutory SEND requirements and Trust processes.
- Evaluate the effectiveness of SEND provision.
- Contribute to academy improvement planning and self-evaluation.
- Promote a culture of inclusion, belonging and high expectations.
- Contribute to Trust-wide SEND developments and projects.
- Support implementation of national SEND reforms and local priorities.

Quality Assurance and Compliance

- Undertake SEND audits and reviews across allocated academies.
- Quality assure EHCP processes, annual reviews, SEND registers and provision maps.
- Monitor academy compliance with Trust procedures and statutory guidance.
- Support preparations for Ofsted inspections, Local Authority reviews and Trust monitoring activities.
- Work with the Trust SEND Administration Team to ensure statutory documentation is accurate and timely.
- Monitor outcomes and impact of SEND provision.

Leadership, Coaching and Support

- Provide coaching and professional support to academy staff.
- Support academy leaders in developing inclusive practice.
- Deliver SEND training and professional development programmes.

- Support implementation of Quality First Teaching and adaptive practice.
- Share best practice across academies.

Pupil Provision and Outcomes

- Support identification and assessment of SEND.
- Monitor provision and outcomes for pupils with SEND.
- Support EHCP processes and transitions.
- Promote positive outcomes, attendance and engagement.

Partnership Working

- Work collaboratively with academy leaders, Trust teams, parents, carers and external agencies.
- Act as a professional advocate for inclusive practice across the Trust.

The SENDCO will be required to safeguard and promote the welfare of children and young people, and follow school / trust policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by their line manager.

Person Specification

Category	Essential	Desirable	Assessment Method
Qualifications	• QTS; Degree; NASENCO/NPQ SENCO or willingness to complete • Evidence of ongoing professional development related to SEND, inclusion and leadership. • Commitment to continued professional learning.	• Leadership qualification • SEND specialist qualifications • Designated Safeguarding Lead (DSL) or Deputy DSL training. • ProACT Scripr or other positive behaviour support training.	Application/ Interview

Knowledge	• Secure knowledge of the SEND Code of Practice • Good understanding of current legislation relating to SEND, safeguarding, attendance and equality. • Knowledge of effective inclusive practice and adaptive teaching strategies. • Understanding of Quality First Teaching and graduated response approaches. • Understanding of assessment processes and provision mapping. • Knowledge of EHCP processes and statutory responsibilities. • Understanding of the barriers faced by pupils with SEND and strategies to overcome them. • Knowledge of effective behaviour support approaches and relational practice. • Understanding of safeguarding procedures and responsibilities. • Knowledge of how to effectively deploy teaching assistants to maximise impact.	• Knowledge of specialist assessment tools e.g. Boxall Profile, Speech and Language assessments and sensory profiling. • Understanding of trauma-informed practice. • Understanding of curriculum design for pupils with complex SEND. • Knowledge of current educational research relating to inclusion and SEND.	Application/ Interview
Experience	• Experience as a SENDCo. • A minimum of 3 years teaching experience • Successful teaching experience across primary age ranges. • Experience of working with pupils with a range of SEND needs including Autism, Speech, Language and Communication Needs (SLCN), Cognition and Learning, and SEMH. • Experience of coordinating provision for pupils with SEND.	• Experience teaching within specialist provision, resource base or inclusion hub settings. • Experience leading a team or managing staff. • Experience delivering CPD and coaching colleagues. • Experience contributing to academy self-evaluation and development planning.	Application/ Interview

	• Experience of working with parents and external agencies. • Experience of contributing to school improvement initiatives. • Experience of supporting colleagues to improve classroom practice. • Experience of monitoring pupil progress and analysing outcomes. • Experience of leading support staff and deploying resources effectively.		
Skills	• Ability to provide strategic leadership for SEND and inclusion. • Experience leading multi-agency meetings. • Ability to inspire and influence others to improve outcomes for pupils with SEND. • Ability to lead change and manage improvement initiatives. • Ability to evaluate provision and implement improvements. • Ability to prioritise workload and manage competing demands effectively. • Ability to build effective relationships with pupils, families, staff and external agencies. • Commitment to promoting a culture of inclusion and high expectations. • Ability to coach, mentor and support colleagues. • Outstanding classroom practitioner with the ability to model highly effective teaching. • Ability to support pupils with complex communication, learning and emotional needs.	• Experience leading whole-school initiatives. • Experience presenting to governors, trustees or senior leaders. • Evidence of successful leadership impacting on pupil outcomes. • Experience modelling and coaching adaptive teaching practice. • Experience delivering professional development to large groups of staff.	Application/ Interview

	• Ability to develop and implement personalised learning programmes. • Ability to monitor and evaluate the impact of interventions. • Ability to create nurturing and highly inclusive learning environments. • Excellent written and verbal communication skills. • Ability to communicate effectively with pupils, parents, colleagues and external professionals. • Ability to handle sensitive and confidential information appropriately. • Ability to resolve issues professionally and collaboratively. • Ability to build trust and establish positive professional relationships.		
Personal Qualities	• Ability to teach with enthusiasm and motivate pupils • Communicate and disseminate information at a child's level of understanding • Ability to work collaboratively in teams • To be diplomatic and professional at all times • Willingness to travel across Northwest hub sites if required • Ability to work under pressure and prioritise effectively • Passionate advocate for inclusion and equity. • Commitment to improving outcomes for pupils with SEND. • High levels of integrity, professionalism and confidentiality. • Resilient, adaptable and solution-focused.	• Ambition to further develop as an inclusion leader. • Enthusiasm for developing innovative and effective SEND provision. • Willingness to support wider Trust inclusion developments.	Application/ Interview

	• Organised and able to work effectively under pressure. • Reflective practitioner committed to continuous improvement. • Ability to work both independently and as part of a team. • Commitment to safeguarding and promoting the welfare of children. • Commitment to the values and vision of the Trust.		