

Templars Academy – SENDCo – 100%

Required January 2027

We are seeking an innovative practitioner to work at Templars Academy who will further enhance the learning experience for our children and help them develop as well-rounded individuals. We are seeking a SENDCo to ensure the needs of all learners with special needs are met. They will guide staff in meeting the needs of these learners and lead a dedicated team of support staff providing children with special needs with the best education possible.

Are you passionate about Inclusion and committed to the principle of meeting pupils' needs in mainstream school? This opportunity is the one for you.

Candidate should hold the National Award for SEND or be willing to undertake the training to gain this qualification.

SEN allowance will be paid dependant on experience.

Quotes from our children regarding what they are looking for:

- 'A great sense of humour'
- 'Enthusiastic about us and what we are capable of'
- 'Actually, listens to us and knows what we need'
- 'Intelligent and knowledgeable'
- 'Challenges us each day, in every subject'
- 'Breaks our learning down into small parts that help us understand'

The successful candidate will be able to: -

- Hold Qualified Teacher Status
- Demonstrate outstanding classroom practice
- Have a knowledge and understanding of intervention and inclusion.
- Demonstrate the ability to work in a team with excellent communication and organisational skills to lead, support and inspire colleagues
- Have an in-depth knowledge of new legislation with SEND provision
- Demonstrate a commitment to raising standards and knowledge of how to do this effectively
- Show initiative and lead by example

In return we can offer: -

- Pupils who are lively and keen to learn

- A supportive staff team and Trustee board with drive and ambition to move forward
- Support and encouragement for further professional development with a tailor made CPD plan
- Time in order to fulfil your leadership role
- Staff wellbeing service

Candidates are encouraged to visit in order to meet us and to gain a clear understanding of this role. Please contact the school office on 01376 513477 to arrange an appointment.

Inspires MAT are committed to:

- Safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
- promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
- promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs;

and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

The appointment will be subject to an enhanced DBS check, medical clearance and satisfactory references.

Closing date – 15th October 2026

Interview date – 21st October 2026

Job Description

Job Title:	Special educational needs coordinator (SENDCo)
Salary:	MPS/UPS + SEN Allowance dependent on experience
Hours:	100%
Contract Type	Permanent
Reporting to:	CEO, Headteacher

You should hold the National Award for SEND or be willing to undertake the training to gain this qualification.

Main Purpose

The SENDCo, under the direction of the Headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENDCo will also be expected to fulfil the professional responsibilities for a teacher, as set out in the Schools Teachers Pay and Conditions Document.

Duties and responsibilities

Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

General

- Attend relevant training and take responsibility for own development
- Attend relevant school meetings as required
- To respect confidentiality at all times
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy
- The Inspires MAT Trustees are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.
- Inspires MAT operates a mobile and flexible working model which applies to your role. This means you may work from any of the Trust's Schools in line with the needs of the Academy Trust. The

Academy Trust may change your permanent base to any other Academy Trust School. If we need to move your permanent base for any duration the Academy Trust will give you reasonable prior notice of the move.

The SENDCO will be required to safeguard and promote the welfare of children and young people, and follow school 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 SENDCO will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the CEO or Headteacher.

Person specification

Criteria	Qualities
Qualifications	• Qualified teacher status • National Award for SEN Co-ordination – or be willing to undertake the training to gain this qualification. • Degree+
Experience	• Teaching experience • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET
Skills and knowledge	• Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills, and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills

Personal qualities	• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality
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Notes:

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