



Lead Practitioner: SENDCo

JOB DESCRIPTION

Salary	Lead Practitioner Scale LP7-LP11 on the Senior Leadership Team
Working Time	Full time as specified in the STPCD
Reporting To	Headteacher
Responsible For	SEND Provision across the mainstream school and ASC Base
Liaising With	Headteacher, Senior Leadership Team, Governors, LA SEND Team, Parents,
Disclosure Level	Enhanced

JOB PURPOSE

We are seeking a dedicated and experienced SENDCo to join our Senior Leadership Team to lead and manage our school's provision for students with Special Educational Needs and Disabilities (SEND), with particular responsibility for our on-site specialist base for pupils with Autism Spectrum Condition (ASC). This is an exciting opportunity to make a meaningful difference in the lives of students who require tailored support to thrive both academically and personally.

RESPONSIBILITIES

To act as SENDCo and lead SEND provision and education across the school and LA funded ASC Provision.

- Lead and oversee the strategic development of SEND provision across the school, in line with statutory requirements and best practice.
- Coordinate the provision for students with Education, Health and Care Plans (EHCPs), particularly those with a diagnosis of ASC.
- Manage and support the LA funded ASC Base (known as Thrive), ensuring high-quality personalised learning, a nurturing environment, and smooth integration with mainstream provision where appropriate.
- Line manage and support teaching assistants and other teaching and support staff working within Thrive and wider SEND department.
- Liaise with parents/carers, external agencies, and local authority services to ensure collaborative, effective support.
- Monitor and track progress of SEND pupils and report to SLT and governors.
- Promote inclusive teaching practices and provide training and guidance to staff.
- Maintain accurate and up-to-date records, including provision maps, IEPs, and EHCP reviews.

Teaching

- To be a model of good SEND teaching practice
- This role has a much-reduced teaching commitment to facilitate the demands of the role

Whole School Contribution

- To contribute to the development of whole school policies
- To support the school, aims, ethos and policies

Additional Duties

- To play a full part in the life of the school community, to support our distinctive Lasallian aims and ethos and to encourage staff and students to follow this example
- To continue personal professional development
- To engage actively in the performance review process.

This job description is carried out in accordance with provisions of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document.

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PERSON SPECIFICATION

	Attributes	Essential / Desirable	Stage Identified
Qualifications & Training	<ul style="list-style-type: none"> Graduate with QTS or as required by the DfE Recent and relevant CPD National Award for SEN Coordination (or willingness to achieve within 3 years) 	E E E	A A A
Experience	<ul style="list-style-type: none"> Evidence of excellent classroom practice Significant experience working with pupils with SEND, especially ASC Strong understanding of the SEND Code of Practice, legislation and practices Experience as a SENDCo Experience managing a specialist provision or base Experience working with multi-agency teams Knowledge of therapeutic or trauma-informed approaches 	E E E D D D D	A/I A/I A/I A/I A/I A/I A/I
Skills, Knowledge and Aptitude	<ul style="list-style-type: none"> Ability to lead a team effectively, manage resources, and drive whole-school SEND improvement. Knowledge of how to support quality-first teaching and adaptations to effectively meet a wide range of needs. Analysis and interpretation of data An emotionally intelligent approach to work with students, parents and colleagues Excellent verbal and written communication skills to liaise confidently with students, staff, parents/carers, and external professionals. Thorough understanding of statutory responsibilities and the graduated approach to SEND support. Experience with assessment, review, and implementation of Education, Health and Care Plans Able to prioritise tasks, manage caseloads, meet deadlines, and maintain accurate documentation. Ability to think creatively and respond flexibly to meet the needs of individual pupils and complex situations Competent in using school management systems, SEND tracking tools, and digital platforms for planning and communication 	E E E E E E E D D	A/I A/I A/I A/I I A/I A/I A/I A/I A/I
Other	<ul style="list-style-type: none"> Commitment and capability to meet the demands of being an effective Senior Leader Up-to-date knowledge of safeguarding procedures, particularly for vulnerable learners Calm, reflective, and able to manage the emotional demands of working with high-need students Commitment to enabling all students, regardless of need, to achieve their full potential. Willingness to work as part of a multidisciplinary team and contribute to the wider life of the school. 	E E E E E	A/I A/I A/I A/I A/I

	<ul style="list-style-type: none">• An ability to fulfil all spoken aspects of the role with confidence through the medium of English• Supportive of the Catholic ethos of our school• A practising Catholic• Experience of working in a faith school	E	I
		E	A/I/R
		D	A/R
		D	A/I