

Job Description and Person Specification

This authority has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and adults at risk, and requires all staff and volunteers to share this commitment.

Solihull Council is committed to equal opportunities and expects all staff and volunteers to recognise and value differences.

SECTION A: Role Profile

Post Title	Special Educational Needs and Disabilities Coordinator - SENDCo	Post No	
School	The Triple Crown Centre		
Band and Salary	MPS-UPR 3 + SEN allowance £5,497		
Responsible to	Headteacher		
Location	The Triple Crown Centre		
DBS Check	Enhanced check for regulated activity for working with Children		
Fluency Duty	This post is covered by the Fluency Duty, as outlined in the Code of Practice on the English language requirements for public sector workers.		

Role Purpose

- Provide professional guidance to colleagues, working closely with staff, parents/carers and external agencies to secure high-quality support for young people with SEND and mental health needs.
- Develop a deep understanding of each young person's specific learning and mental health needs to ensure teaching and interventions are specialised, engaging and effective.
- Collaborate with senior leaders and with young people's home schools and Local Education Authorities to maximise learning opportunities, progression and wellbeing for all pupils.
- Lead the day-to-day operation of the SEN policy and coordinate specific provision to support individual young people with SEN or a disability.
- Oversee the school's mental health strategy as Senior Mental Health Lead, promoting a whole-school culture that prioritises emotional wellbeing and early identification of mental health needs.
- Provide staff training and professional development in inclusive practice, mental health awareness and effective support strategies.
- Represent the school at external meetings, ensuring effective communication and partnership working with outside agencies and stakeholders.
- Monitor, evaluate and refine the effectiveness of both SEND and mental health provision to ensure positive outcomes.
- Work as an active member of the centre leadership team, contributing to strategic planning and the development of an inclusive, mentally healthy school ethos.

Role Responsibilities

Teaching and Learning

- Maintain a timetabled teaching commitment of up to 0.2 FTE (subject to change in line with school needs).
- Demonstrate flexibility and adaptability in an often fast-changing environment.
- Line manage the Learning and Wellbeing Lead, Learning Support Assistant and Higher Level Teaching Assistant, ensuring teaching time is used effectively so that young people can access their education.
- Monitor, assess and report on the progress of individual young people, ensuring timely, personalised interventions and evaluating their impact.
- Take part in the regular review and monitoring of curriculum delivery.
- Participate in school meetings, activities and events.
- Manage physical and financial resources efficiently and provide reports as required.
- Develop and maintain effective communication within the school and with parents, home schools and relevant external agencies.
- Communicate and consult effectively with parents and carers of young people assigned for teaching.
- Represent the school in external meetings to share information, collaborate with partners and promote the school's vision and values.
- Ensure the Teachers' Standards are consistently met.

Special Educational Needs and Disabilities (SEND)

- Maintain accurate and up-to-date SEND records.
- Identify young people's SEND needs and appropriate strategies to support them.
- Provide guidance to colleagues on teaching young people with SEND and advise on the graduated approach to SEN support.
- Advise on the use of the school budget and other resources to meet the needs of young people effectively, including staff deployment.
- Remain informed about the local offer of SEND provision.
- Act as a key point of contact for external agencies, especially the Local Authority (LA).
- Work collaboratively with multi-agency teams, including other schools, educational psychologists, health and social care professionals, and other external agencies.
- Analyse assessment data for pupils with SEND and use findings to inform planning.
- Co-ordinate and monitor provision that meets the needs of young people with SEND.
- Secure relevant SEND services for young people as required.
- Manage Key Workers to review Education, Health and Care Plans (EHCPs) with parents/carers and the young person.
- Communicate regularly with parents and carers regarding SEND provision and progress.
- Ensure that when a young person transfers to another school, all relevant information is passed on and the transition is well supported.
- Promote inclusion in the school community and ensure access to the curriculum, facilities, wellbeing and personal development opportunities.
- Work with the school leadership team to ensure the school meets its duties under the Equality Act 2010, including making reasonable adjustments and providing appropriate access arrangements.
- Contribute to the school improvement plan and the development of whole-school policies.
- Identify staff training needs and implement strategies to meet them, including leading INSET sessions.
- Share and update procedural information, including the school's SEND policy.
- Promote an ethos and culture that supports the SEND policy and leads to positive outcomes for young people with SEND.
- Attend and contribute to all relevant meetings, such as inclusion meetings.

Senior Mental Health Lead

- Lead the school's mental health and wellbeing strategy.
- Act as the main contact for mental health support across the school.

- Identify mental health needs early and ensure appropriate intervention.
- Work with leaders, pastoral staff and external agencies to embed a whole-school approach.
- Build strong partnerships with parents, carers, health services and specialist professionals.
- Advise and train staff on supporting young people's mental health.
- Monitor and report the impact of mental health interventions.
- Promote a culture of openness, resilience and self-care.
- Ensure compliance with statutory guidance and best practice.
- Lead staff CPD on mental health awareness and signposting to services.

Other Responsibilities

- Take personal responsibility for promoting and safeguarding the welfare of children and young people in your care or whom you encounter in your role.
- Undertake and participate in relevant continuing professional development (CPD) and appraisal arrangements.
- Follow all organisational systems, procedures and school policies, including those relating to health and safety.
- Support and promote diversity, equality of opportunity and inclusive practice.
- Follow data protection procedures and maintain confidentiality in handling personal, private or sensitive information about young people, staff and partner organisations.
- Promote and uphold the agreed vision and aims of the school.
- Demonstrate personal integrity and professionalism in line with the Employee Code of Conduct.

Section B: Person Specification

MOA (Method of Assessment)	A: Application I: Interview T: Test, task or presentation
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	Essential	Desirable	MOA
Qualifications and Professional Development			
Qualified teacher status	✓		A
National Award for NPQ SENCO	✓		A
Further qualifications appropriate to the post		✓	A
Recent relevant in-service training in current education practice		✓	A
Evidence of further professional training or development		✓	A
Experience			
Evidence of having worked within an environment that safeguards children	✓		A/I
Experience working with SEN & young people with medical and mental health needs	✓		A/I/T
An awareness of the issues involved in the education of sick young people or a willingness to learn what they area		✓	A/I
Experience of teaching at a good or outstanding level			I
Experience of working at a whole-school level		✓	A/I/T
Experience of conducting training/leading INSET		✓	A/I/T
Experience of representing an educational setting at external meetings		✓	A/I/T
Experience of leading or coordinating mental health and wellbeing initiatives across a school or educational setting, including supporting staff and students and developing related policies	✓		A/I/T
Skills & Abilities			
High level of written and oral communication skills	✓		A/I
Good organisational skills	✓		I
Good inter-personal skills	✓		I
Ability to relate effectively to young people, staff and parents	✓		A/I/T
Ability to work in a team reliably and flexibly	✓		I
Ability to work under pressure	✓		A/I

Ability to cope with interventions from medical staff calmly and effectively whilst teaching	✓		T
Ability to be flexible and work at different sites	✓		I
Sound knowledge of the SEND Code of Practice	✓		A/I
Understanding of what makes 'quality first' teaching, and of effective intervention strategies	✓		A/I
Ability to plan and evaluate interventions	✓		A/I
Data analysis skills and the ability to use data to inform provision planning	✓		A/I
Effective communication and interpersonal skills	✓		A/I
Ability to build effective working relationships, work with Multi Agency Teams	✓		A/I
Ability to influence and negotiate	✓		A/I
Good record-keeping skills	✓		A/I
Other			
Commitment to getting the best outcomes for young people and promoting the ethos and values of the school	✓		A/I
A commitment to communicate and involve parents and young people in the work of the school	✓		A/I
Work alongside medical professionals to contribute educationally towards young people's discharges	✓		I/T
An awareness and understanding of, and commitment to, equal opportunities	✓		I

Compiled/Reviewed by	Rekha Shell-Macleod
Date	23 rd September 2025

Section C: Additional Information

Corporate Parent Responsibilities

All employees should act as an advocate for our Looked After Children; fulfilling our corporate parenting responsibilities by considering Children and Young People in everything we do.

Health and Safety

Health and safety laws require all employees to help the Council maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others' health and safety and co-operate with any reasonable request to support the Council, managers and other employees, in meeting their health and safety legal responsibilities. Line managers have additional responsibilities to ensure that policies, procedures and safe systems of work are implemented on a daily basis.

All duties and responsibilities must be carried out in line with the Council's Corporate Health and Safety Policy and any local safety procedures.

Information Management

As an employee of the Council, the post holder will be expected to manage information in accordance with standards outlined in the Corporate Records Management and Information Security policies. They will ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of Data Protection legislation and guidance.

The post holder will be accountable for ensuring that he/she is aware of relevant Council policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

Training and Development

The Council is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.

Solihull Behavioural Framework

The Council expects all employees to conduct themselves in a way that is consistent with the values and behaviours set out in the Solihull Behavioural Framework.

Mobility

Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the Council they may be required.

Variations to Job Descriptions

Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the Council therefore retains the right to amend job descriptions to reflect changing requirements.