Job Description: SENDCo and Inclusion Lead
School: Aston Rowant Church of England Primary School
Context: Small primary school
Hours: Part-time – up to 2 days per week
Responsible to: Headteacher

School Ethos
Aston Rowant School is a warm, inclusive Christian community rooted in dignity, compassion, respect and hope. We are committed to ensuring every child feels known, valued and able to flourish academically, socially and emotionally. In our small school, relationships matter. Staff know our children and families well, enabling us to provide support that is both responsive and personalised. Inclusion is at the heart of our work, and we believe that every child deserves the opportunity to achieve their potential and experience success.

The successful candidate will play a key role in shaping and developing this culture of inclusion, working alongside staff, families and external professionals to ensure that children with SEND receive timely, effective and compassionate support.

Role Purpose
This is an exciting opportunity for an experienced SEND practitioner to lead and develop SEND provision within our nurturing and inclusive primary school.

We are seeking a SENDCo who is passionate about ensuring that children with additional needs are supported to thrive. Working closely with the Headteacher, staff, families and external agencies, the successful candidate will provide strategic leadership of SEND across the school, ensuring high-quality provision, strong outcomes and full compliance with statutory responsibilities.

Working Arrangements
The role is designed to offer flexibility. SENDCo responsibilities are allocated one day per week, with working arrangements able to be agreed flexibly and, where appropriate, undertaken remotely. This recognises the varied nature of SENDCo work, which may include annual reviews, report writing, liaison with outside agencies, parent meetings and strategic planning.

In addition, the postholder will teach one morning per week, providing PPA cover on Fridays. We see this as a valuable opportunity for the SENDCo to remain connected to classroom practice, maintain visibility across the school and develop an in-depth understanding of pupils' needs within daily teaching and learning.

The remainder of the Friday can be used flexibly to support SEND leadership priorities, including meetings, reviews, assessments, paperwork, provision monitoring or the postholder's own planning and preparation as appropriate.

As a small school, we value collaborative working and recognise the importance of protecting SENDCo time. We are committed to providing a role that enables the successful candidate to focus on making a genuine difference to children and families whilst maintaining a healthy degree of flexibility and professional autonomy.

Key Responsibilities

1. SENCO Leadership and Coordination

- Act as the school's designated SENCO, providing clear leadership and coordination of SEND provision in line with the school's Christian vision and values.
- Ensure compliance with the SEND Code of Practice and Equality Act 2010, in a manner that is proportionate and appropriate to a small school context.
- Maintain and oversee the SEND register, ensuring pupils' needs are identified early and reviewed regularly using the Assess–Plan–Do–Review cycle.
- Support class teachers in adapting teaching and learning so that pupils with SEND can access the curriculum and experience success alongside their peers.
- Provide practical advice and guidance to staff, including teaching assistants, recognising the collaborative and flexible nature of roles within a small staff team.
- Develop, maintain and review individual support plans and provision maps that are clear, manageable and focused on improving outcomes and wellbeing.
- Coordinate EHCP processes where required, including needs assessments, annual reviews and transition planning, ensuring pupil and parent voice is central.
- Work in close partnership with parents and carers, building trusting relationships based on openness, empathy and shared responsibility.
- Liaise with external professionals and the Local Authority as needed, ensuring that advice and recommendations are realistic, inclusive and embedded into daily practice.
- Monitor and evaluate the impact of SEND provision on pupil progress, development and wellbeing, sharing concise evaluations with the Headteacher and governors.
- Contribute to safeguarding, behaviour and attendance systems as they relate to pupils with SEND, ensuring that the most vulnerable pupils are well supported.

2. KS2 Classroom Teaching

- Plan and deliver engaging, high-quality teaching and learning for pupils in Key Stage 2.
- Create a positive, nurturing and inclusive classroom environment in which all pupils feel safe, valued and supported.
- Differentiate teaching and adapt learning to meet the needs of pupils with a range of abilities and learning needs, including those with SEND.
- Assess, monitor and record pupil progress, using assessment information to inform planning and next steps.
- Maintain high expectations for behaviour, effort, achievement and personal development.
- Work collaboratively with teaching assistants and colleagues to support learning and ensure all pupils can access the curriculum.
- Contribute to the wider life and Christian ethos of the school.

Person Specification

Essential

- Qualified Teacher Status (QTS).
- Experience of teaching in a primary school, ideally with experience of Key Stage 2.
- Secure knowledge of the SEND Code of Practice and statutory SENCO responsibilities, or a willingness and ability to develop this knowledge.
- Experience of supporting pupils with SEND in a primary school setting.
- Ability to deliver engaging, inclusive and differentiated classroom teaching.
- Commitment to inclusive education and to the values and ethos of a Church of England school.
- Ability to work collaboratively and flexibly, recognising the practical realities of a small staff team.

- Strong organisational skills, with the ability to prioritise and keep systems simple and effective.
- Clear, empathetic communication skills when working with pupils, parents, staff and external agencies.
- A commitment to enabling every child to flourish and achieve their full potential.

Desirable

- National Award for Special Educational Needs Coordination (NASENCO), or the relevant SENCO qualification recognised under current statutory requirements.
- Previous experience of undertaking a SENCO role or coordinating SEND provision.
- Experience of working with external agencies and the Local Authority, including EHCP processes and annual reviews.

The successful candidate must meet the applicable statutory qualification requirements for the designated SENCO role. Applicants who do not yet hold the required qualification are welcome to apply, provided they are eligible and willing to undertake the appropriate training within the statutory timeframe.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to satisfactory pre-employment checks, including an enhanced Disclosure and Barring Service (DBS) check, references, and other checks in line with Keeping Children Safe in Education (KCSIE). This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and, as such, applicants are required to disclose all criminal convictions, cautions, reprimands, warnings and bind-overs, including those that would otherwise be regarded as 'spent', except those protected under current filtering rules.

To Apply

To apply for this role, apply online here Welcome to Education Jobs South detailing your relevant experience.

Closing date for applications: Friday 8th January 2027
Shortlisting: Tuesday 12th January 2027
Interviews: Tuesday 19th January 2027