



Post Title	Inclusion Lead including SENCo
School / Organisation	Krishna Avanti Primary School
Location	Croydon
Grade	MPS4 – UPS1 + £2787 SEN allowance per annum (pro-rata)
Hours	19.5 Hours per week
Contract Type	Permanent
	Year-round
Reports to	Principal
Preferred Start Date	September 2026

MAIN PURPOSES OF THE JOB

The Inclusion Lead and Special Educational Needs Coordinator (SENCO), under the direction of the Principal, will;

- Determine the strategic development of special educational needs (SEN) policy and provision in the school.
- Be responsible for the development of the pupil premium strategy, implementing and tracking targeted interventions and enrichment activities across the school, and progress and outcomes of pupils in receipt of PPM.
- Have clear oversight of progress and outcomes for various groups of learners ensuring they continue to make good progress.
- Provide line management of TA's who are supporting pupils with SEND.
- Be responsible for the day-to-day operation of the SEN policy and coordination of specific provisions to support individual pupils with SEN or a disability.
- Provide professional guidance to colleagues, working closely with staff, parents, and other agencies.
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD
- Be the Designated Teacher (DT) for the school, coordinating support for children looked after in accordance with the Trust 'Children looked after policy'.
- Fulfil the duties of the mental health lead role, coordinating support for children with social, emotional and mental health difficulties.

RESPONSIBILITIES OF THE JOB

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 its objectives are reflected in the school improvement plan (SIP).
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.
- Evaluate whether funding is being used effectively and suggest 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.
- Signpost parents and teaching staff to the provision in the Local Authority local offer.
- 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 (LA)
- Analyse assessment data for pupils with SEN or a disability and pupils in receipt of PPM.
- Implement and lead intervention groups for pupils with SEN and evaluate their effectiveness.
- Plan and deliver relevant training ensuring all staff have the tools and strategies to provide high-quality provision for all pupils.

Support for pupils with SEN or a disability

- Contribute to the early identification of SEN by seeking to understand individual barriers to learning and/or wellbeing.
- Coordinate provision that meets the pupil's needs and monitor its effectiveness.
- Ensure records are maintained and kept up to date including medical and individual health care plans.
- Review the education, health, and care plan (EHCP) with parents or carers and the pupil.
- Communicate regularly with parents or carers.
- Ensure 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.

Leadership and management

- Work with the principal and the Trust Inclusion Lead, to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Prepare and review information the school is required to publish.
- Lead on Pupil Premium strategy and designating teacher for Looked After Children (LAC)
- School Wellbeing Lead
- Contribute to the school improvement plan and whole-school policy.
- Identify training needs for staff and how to meet these needs.
- Lead INSET for staff.
- Share procedural information, such as the school's SEN policy.
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability.
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability.
- Lead support staff appraisals alongside the VP and Principal and produce appraisal reports.
- Review staff performance on an ongoing basis.

The SENCO will be required to safeguard and promote the welfare of children and young people and carry out all duties in the context of and in compliance with all Trust's policies and procedures and in compliance with our Equalities Policy and 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 post holder may be required to do other duties appropriate to the level of the role, as directed by the principal and or Director of Inclusion.

RESPONSIBILITIES OF THE JOB

Criteria	Requirement	
	<i>Essential</i>	<i>Desirable</i>



1.	Qualified teacher status	X	
2.	National Award for SEN Coordination/ NPQ for SENCOs		X
3.	Current experience in this role		X
4.	Significant teaching experience	X	
5.	Experience working at a whole-school level		X
6.	Involvement in self-evaluation and development planning		X
7.	Experience in conducting training/leading INSET		X
8.	Experience in effectively managing a team	X	
9.	Sound knowledge of the SEND Code of Practice	X	
10.	Understanding of what makes 'quality first' teaching, and effective intervention strategies	X	
11.	Ability to plan and evaluate interventions	X	
12.	Data analysis skills and the ability to use data to inform provision planning		X
13.	Effective communication and interpersonal skills	X	
14.	Ability to build effective working relationships	X	
15.	Ability to influence and negotiate	X	
16.	Good record-keeping skills	X	
17.	Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	X	
18.	Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	X	
19.	Ability to work under pressure and prioritise effectively	X	
20.	Commitment to maintaining confidentiality at all times	X	
21.	Commitment to safeguarding and equality	X	

FURTHER INFORMATION

Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

For further information - <https://avanti.org.uk/wp-content/uploads/2025/09/Child-Protection-and-Safeguarding-Policy.Autumn-25-2.pdf>