SENDCo Support and Inclusion & Behaviour Co-ordinator Job Description

Job Title	SENDCo Support and Inclusion & Behaviour Co-ordinator (HLTA)	School	Amblecote Primary School
Post Number			
Grade	7		

Reports To	Headteacher/SENDCo

Purpose of the Job

To support the SENDCo and Senior Leadership Team in promoting an inclusive learning environment where all pupils can thrive academically, socially and emotionally.

Working under an agreed system of supervision, the postholder will support teachers as part of the school's professional team by planning, preparing, delivering, assessing, recording, reporting on and marking learning activities for individuals, groups and whole classes. The postholder will provide specialist skills and knowledge at an advanced level to support teaching and learning, inclusion, behaviour and SEND provision across the school.

The role will contribute to the identification, provision and progress of pupils with Special Educational Needs and Disabilities (SEND), champion positive behaviour, wellbeing and engagement, and work closely with staff, pupils, families and external agencies to remove barriers to learning.

As SENDCo Support and Inclusion & Behaviour Co-ordinator, the postholder will work alongside the SENDCo to lead and support the development, implementation and evaluation of the school's inclusion and behaviour provision, promoting effective practice and improved outcomes for all pupils.

Main Activities

Teaching, Learning and Assessment

- Plan, prepare and deliver learning activities for individuals, groups and whole classes under the direction of teaching staff.
- Deliver learning activities and provide whole class cover during teacher PPA time, leadership release and short-term teacher absence in accordance with school procedures.
- Assess, monitor, record and report on pupil progress and achievement, providing timely feedback to teachers and school leaders.
- Mark pupils' work and provide constructive feedback in line with school policies and agreed learning objectives.

- Monitor and evaluate pupils' responses to learning activities and intervention programmes, identifying barriers to learning and supporting the planning of next steps.
- Support teachers in adapting learning activities, resources and classroom practice to meet the needs of pupils with SEND and other vulnerable learners.
- Contribute to the implementation and review of Individual Target Plans, provision maps, behaviour support plans and SEND interventions.
- Support pupils to access the curriculum and participate fully in learning opportunities.
- Promote high expectations of learning, behaviour and achievement for all pupils.

SENDCo Support

- Work alongside the SENDCo to support the effective implementation of the school's SEND provision.
- Deliver targeted interventions for individual pupils and groups.
- Support the preparation and maintenance of SEND records, provision maps and pupil profiles.
- Support the implementation and review of Education, Health and Care Plans (EHCPs), Individual Target Plans and provision maps.
- Monitor and evaluate the impact of SEND provision and interventions, reporting outcomes to the SENDCo.
- Track provision and pupil progress against targets.
- Ensure appropriate behaviour adaptations and strategies are in place for pupils with SEND.
- Alongside the SENDCo, lead and support the development of the school's inclusion and behaviour provision, monitoring impact and contributing to school improvement priorities.

Inclusion and Behaviour Co-ordinator

- Champion the school's vision for inclusion, positive behaviour and high expectations for all pupils.
- Promote a culture of respect, belonging and positive relationships throughout the school.
- Support staff in implementing consistent behaviour strategies and approaches.
- Model effective classroom practice to promote positive behaviour and engagement in learning, specifically modelling strategies within behaviour plans.
- Provide coaching and guidance to staff in supporting pupils whose behaviour may present a barrier to learning.
- Develop and monitor individual behaviour support plans where appropriate.
- Support pupils in developing self-regulation, resilience and emotional literacy skills.
- Work proactively with families to support positive outcomes for pupils.

Pupil Support

- Build strong, positive and trusting relationships with pupils.
- Act as a key adult for vulnerable pupils and those requiring additional support.
- With support from the SENDCo and Deputy Headteacher, co-ordinate and monitor mentoring, nurture and pastoral support programmes.
- Support pupils with social, emotional and mental health needs.

- Encourage pupils to develop independence, confidence and positive learning behaviours.
- Supervise, support and manage behaviour of pupils during unstructured periods including playtimes and lunchtimes.

Staff Support

- Support teachers in implementing SEND strategies and reasonable adjustments.
- Work collaboratively with colleagues to implement Individual Target Plans and evaluate the effectiveness of provision and interventions.
- Provide advice and guidance to staff on inclusive classroom practice and behaviour support strategies.
- Share effective practice and contribute to staff development and training where appropriate.

Partnership Working

- Establish positive relationships with parents and carers.
- Support communication between home and school to improve pupil outcomes.
- Liaise with external agencies and professionals, such as Family Help, School Nursing Service and other relevant external agencies to support the implementation of recommendations and provision for pupils with additional needs from a pastoral point of view, as directed by the SENDCo.
- Attend and contribute to meetings relating to pupil need, progress and wellbeing.
- Work alongside safeguarding, attendance and SLT to ensure coordinated support for pupils and families.

General Responsibilities

- Uphold and actively promote the school's vision, values and ethos.
- Comply with all safeguarding, child protection and health and safety requirements.
- Maintain confidentiality and professionalism at all times.
- Promote equality, diversity and inclusion.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- Participate in training (e.g. compulsory annual safeguarding training), other learning activities and performance development as required.
- Attend and participate in relevant meetings as required.
- Undertake any other duties commensurate with the grade of the post as directed by the Headteacher.

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement. Any changes will take account of salary/ status/hours and will be subject to discussion, in accordance with the guidance note on contractual changes.

Special Conditions	• This post is subject to the DBS checking process • The exact focus of the role will be decided at school level and will take account of the needs of the school, and the development needs of the member of staff. • The salary offered reflects the fact that the post holder will be required to work 32 hours per week, term-time only

Car Allowance	Mileage / N/A
Prepared By (Section/Mgr)	Lisa Hall
Review Date	09/11/2026

SENDCo Support and Inclusion & Behaviour Co-ordinator
Person Specification

Job Title	SENDCo Support and Inclusion & Behaviour Co-ordinator	School	Amblecote Primary School
Post Number			
Grade	7		

Criteria (Essential)	Assessment By		
	Application	Interview	Test
Experience			
Experience of supporting pupils with SEND, including social, emotional and mental health needs, in a primary school setting.	√	√	√
Experience of delivering effective intervention programmes.	√	√	√
Knowledge of inclusive classroom practice.	√	√	√
Understanding of positive behaviour support and restorative approaches.	√	√	√
Experience of working collaboratively with teachers, support staff and families.	√	√	√
Experience of supporting SEND administration, record keeping and provision monitoring.	√	√	
Qualifications / Training			
HLTA Status or equivalent experience demonstrating the ability to undertake whole-class teaching, assessment, planning and intervention delivery.	√	√	
GCSE Grade 4/C or above in English and Mathematics.	√	√	
ELSA, Thrive, Nurture, Trauma Informed Schools or equivalent SEND/SEMH intervention training (desirable).	√	√	
Practical Skills			
Excellent communication and interpersonal skills.	√	√	√

Ability to build positive relationships with pupils, staff and parents.	√	√	√
Strong organisational and administrative skills with the ability to work independently and use initiative.	√	√	√
Ability to analyse pupil needs and contribute to support planning.	√	√	√
Commitment to inclusion and improving outcomes for all pupils.	√	√	√

<u>Personal Qualities and Attributes</u>			
A Knowledge of Equality & Diversity issues.	√	√	√
Able to work constructively as part of a team with an understanding of classroom roles and responsibilities and own position within these.	√	√	√
Ability to relate well to children and adults.	√	√	√
Commitment to contributing to the wider life of the school through curriculum enrichment, extracurricular activities and school events.	√	√	√
Knowledge of the SEND Code of Practice.	√	√	
Ability to confidently manage groups of pupils and establish positive learning environments.	√	√	√
Constantly improve own practice/knowledge through self-evaluation and learning from others.	√	√	√
To comply with the school's commitment to the protection and safeguarding of children.	√	√	√

Prepared By	Lisa Hall
Date	09.11.2026

Amblecote Primary School is committed to safeguarding and promoting the welfare of children. Safe recruitment of staff is central to this commitment. We will ensure that our recruitment policies and practices are robust, and that our selection procedures prevent unsuitable people from gaining access to children and young people.

It should be noted when applying for a post at Amblecote Primary School that we follow the updated Keeping Children Safe in Education guidance that states, “As part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.”