

Job Title:	Special Educational Needs & Disabilities Coordinator (SENCo)		
Department:	Department of Education	Section:	Education
Reports to:	Executive Headteacher		
Grade:	Falkland Islands Government Grade B	Job Code:	251SEN
Overall Purpose of the Role			
<p>The Special Educational Needs Coordinator (SENCo) is responsible for directing provision and intervention strategies within the 3 – 16 age range in the Falkland Island Schools, ensuring that children with special educational needs or disabilities (SEND) receive the support needed to thrive in an educational setting.</p> <p>The SENCo will:</p> <ul style="list-style-type: none"> • lead the strategic development of Special Educational Needs and Disabilities (SEND) policy • lead provision for students with special educational needs and / or disabilities • provide professional guidance and training to colleagues, promoting inclusive teaching practices • be the point of expertise for SEND-related issues, helping staff build confidence in managing diverse needs 			
Job Facts & Figures:			
<p>Line management accountabilities:</p> <p>SENCo directly line manages the following staff:</p> <ul style="list-style-type: none"> • Deputy SENCo • 4 x SEND teachers • 2 x English Additional Language teacher • 2 x Senior Learning Support Assistants <p>and indirectly manages:</p> <ul style="list-style-type: none"> • 4 x Higher Learning Support Assistants • 37.5 x Learning Support Assistants <p>Impact of the role:</p> <p>The Falkland Islands Schools are the only schools in the Falkland Islands and therefore have a critical role in securing outcomes for all students. Both are fully comprehensive schools and each has a specialist resource classroom for students with complex additional needs.</p> <p>29.8% of the children on roll in the schools are on the Record of Need (2025). The students on the Record of Need have a range of needs in the four broad categories of: cognition and learning; communication and interaction; sensory and/or physical needs; social and emotional and mental health needs.</p>			
Key Role			
<p>Strategic development of SEND policy and provision</p> <ul style="list-style-type: none"> • Set the strategic direction for the provision for students with SEND across the 3-16 age range • Be responsible for the overall quality of SEND provision • Create and implement the SEND policy ensuring compliance with statutory requirements • Lead the school's self-evaluation and school improvement processes related to SEND provision • Analyse significant SEND developments and initiatives to inform strategic policy and operational practices • Make strategic decisions about the school's SEND budget • Advise the Executive Headteacher on whole school resource deployment 			

Job Title:	Special Educational Needs & Disabilities Coordinator (SENCo)
Key Role <i>cont.</i>	
<p>Operation of the SEND policy and co-ordination of provision</p> <ul style="list-style-type: none"> • Keep key SEND documentation complete and accurate (Record of Need, SIMS, Edukey, provision maps) to support effective planning, accountability, and targeted intervention • Monitor, analyse and report on assessment data for students with SEND • Model practice to, coach and mentor staff who teach students with SEND, applying the graduated approach to SEND support • Lead the organisation, implementation and evaluation of intervention groups for students with SEND • Accountable for ensuring access arrangements are properly organised and implemented for identified students for tests (e.g. end of Key Stage 2 tests and GCSEs) • Ensure successful external transitions and internal movements of students with SEND by working with early years providers, other schools, primary and secondary staff, Stanley and Camp staff, health & social care professionals, and external agencies • Assess 'Educational Needs Questionnaires' and associated student information for immigration applications, providing recommendations into the immigration process • Lead the school's work with Educational and Clinical psychologists, plan and resource visits and remote work and ensure that recommendations for students are implemented; • Safeguard and promote the welfare of children, follow school policies and the staff code of conduct. <p>Support for students with SEND</p> <ul style="list-style-type: none"> • Identify and assess a student's needs through the 'initial concern' to the 'SEND plan' stages • Plan and co-ordinate provision to meet students' needs, implementing any recommendations made by external agencies and review the impact of provision (Assess Plan Do Review) • Secure relevant additional services for students i.e. requests for additional funding • Oversee the writing, regular monitoring and review of individual education & behaviour plans, positive handling plans and health and education care plans • Ensure students and parents are actively involved in reviewing SEND plans • Promote students' inclusion in the school community and their access to the curriculum, facilities and extra-curricular activities • Be responsible for the provision for looked-after children, where a looked-after child has SEN or a disability, advocating for them, as part of the role of 'corporate parent.' <p>Leadership and management</p> <ul style="list-style-type: none"> • Serve on the leadership teams across both primary and secondary phases • Be a member of the Designated Safeguarding Lead team, carrying out associated activities and caseloads • Advise the Director, Executive Headteacher and School Principals, as the SEND specialist, in order to ensure the school meets its responsibilities regarding provision for students with SEND • Lead presentations about SEND in the schools for stakeholders, including School Governors • Lead INSET and CPD for staff on SEND policy, procedures and student data / provision • Work with Pastoral Leaders to secure effective support for students in areas of cross over between pastoral needs and special educational needs • Lead and line manage Deputy SENCo, SEND teachers and learning support assistants, reviewing performance and impact • Identify training needs for SEND staff and plan to meet these needs • Lead the recruitment of new SEND staff • Ensure SEND information published by the school is accurate and up to date • Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEND <p><i>The job description is not an exclusive or exhaustive definition of your duties. You shall undertake such additional or other duties as may reasonably be required by FIG commensurate with your role and grade.</i></p>	

Additional information:

The Falkland Islands Schools includes a primary school (Infant Junior School and Camp Education - IJS&CE) and a secondary school (Falkland Islands Community School - FICS).

IJS&CE has approximately 320 students between FS1 and Year 6. Teaching and learning at the school follows the Early Years Foundation Stage Curriculum and National Curriculum for England, which are enhanced by local content. The school includes 9 small rural school settings and a 'travelling teacher' service serving the 25 children who live in rural locations.

FICS has approximately 230 students between Year 7 and Year 11. Teaching and learning follows the National Curriculum for England in Key Stage 3 and Key Stage 4, enhanced by local content, culminating in GCSE or IGCSE through UK awarding bodies.

The role has financial accountability for the SEND budget. The Falkland Islands Schools have adopted the Teachers Standards for England.

Criminal Record Checks: (This post is regarded as a sensitive post)

All applicants for Government posts will be asked to disclose convictions upon application. Criminal records will only be considered for recruitment purposes when the conviction record is relevant. Having an 'unspent' conviction will not necessarily bar a candidate from employment. This will depend on the circumstances and background to the offence(s).

Any information given will be completely treated as confidential and will be considered only in relation to the post to which the application refers.

Failure by a candidate to reveal information that is directly relevant to the post applied for could lead to the withdrawal of an offer of employment.

The Falkland Islands Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We follow safer recruitment practices and all applicants will be required to undergo pre-employment screening. Posts are subject to satisfactory checks and references.

Person Specification:	Special Educational Needs & Disabilities Coordinator (SENCo)		
Criteria	Essential	Desirable	Assessment Method
Qualifications & Training			
Qualified Teacher Status (recognised in England) plus induction (includes undergraduate degree)	✓		A
National Award for SEN Co-ordination or NPQ SENCo (L7) or equivalent	✓		A
Access arrangements qualification (L7)	✓		A
Evidence of CPD through attendance at recent & relevant CPD	✓		A/I
Safeguarding / Child Protection qualification – advanced level	✓		A
Knowledge, Skills & Experience			
At least 8 years' recent teaching experience, within the UK or a British curriculum school	✓		A
3 years' experience working in schools as a SENCo	✓		A
Experience of working at a whole-school level	✓		A
Experience in self-evaluation and strategic planning	✓		A
Understanding of what makes 'quality first' teaching	✓		A/I
Specialist knowledge of current best practice in SEND	✓		A/I
Excellent knowledge of one key stage in the 3-16 age range of the 2014 National Curriculum for England, and a good understanding of the others; ability to work cross-phase	✓		A
Proven success improving SEND student outcomes in school	✓		A/I/R
Excellent knowledge of the SEND Code of Practice	✓		A/I
Ability to design, implement and evaluate programmes of learning and effective intervention strategies	✓		A/I
Able to lead high quality CPD for school leaders, teachers and LSAs focused on school improvement and raising standards related to SEND	✓		A/I
Experience of administering statutory and diagnostic tests and access arrangements	✓		A/I
Excellent analytical and data analysis skills, and the ability to use data to inform provision planning	✓		A/I/R
Effective communication and interpersonal skills	✓		A/I/R
Solutions-led and innovative school leader, able to build effective working relationships with students, parents and the community; professional who inspires trust and confidence	✓		I/R
Experienced in leading and managing teams, including motivating, supporting and challenging staff to maintain high standards	✓		A/I/R

Person Specification:	Special Educational Needs & Disabilities Coordinator (SENCo)		
Criteria	Essential	Desirable	Assessment Method
Knowledge, Skills & Experience cont.			
Ability to hold others accountable for performance and conduct; able to give constructive feedback to colleagues	✓		A / I / R
Skilled at coaching and mentoring, demonstrating good interpersonal skills and value in shared practice and teamwork	✓		A/I
Excellent record-keeping and IT skills; ability to manage administration for SEND students, including liaising with outside agencies and tracking progress – leave – take out of	✓		A/I/R
Experience as a designated safeguarding lead		✓	A
Experience of managing a budget, matching it to priorities for SEND		✓	I
Personal Attributes:			
Demonstrates alignment with FIG's core values: Diverse, Professional, Resilient & Resourceful and the values of the Falkland Islands Schools: Respect, Resilience and Curiosity	✓		I/R
Positive and optimistic attitude, self-motivated and resourceful	✓		I
Calm and resilient approach, ability to work under pressure, prioritise effectively, excellent organisational skills	✓		I/R
Maintains confidentiality at all times	✓		I/R
Commitment to safeguarding, equal opportunities and inclusion	✓		I/R
Effective management of own time and able to prioritise appropriately	✓		I/R
Is a reflective practitioner	✓		A / I / R
Clear, confident and articulate	✓		I
Flexible in responding to logistical issues	✓		A / I / R
Work positively and effectively with all stakeholders to support school aims	✓		A / I / R
Takes responsibility for and is proactive with own CPD	✓		A/I/R
Ability to contribute to community life		✓	I
Note to Applicants: Please ensure that you demonstrate your ability to meet the requirements of the job in your application form by giving clear, concise examples of how you meet each criterion.			

Method of assessment:

A - Application Form

I - Selection Interview

R – Reference

O - Other