Barrington C of E Primary School
Haslingfield Road, Barrington, CB22 7RG
Headteacher: Mrs A Richards

Special Educational Needs Co-ordinator (SENCO) Vacancy

Pay: Main Pay Scale + SENCO Allowance *May consider UPS for exceptional candidates*

Closing Date for Applications: 18th November 2026

Start Date: January 2027 or as soon as possible thereafter



Dear Candidate,

Thank you for your interest in the position of Special Educational Needs Co-ordinator (SENCO) at Barrington Primary School.

This is a genuinely exciting time to join our school. Barrington has served its community since 1838 and remains a very special place to learn and work. Housed in one of only two thatched school buildings in the country, we are proud of our history, our strong sense of community and the positive relationships that sit at the heart of everything we do.

At Barrington, we strive to ensure that every child feels happy, safe, secure and truly valued as an individual. We believe that children thrive when they are known well, supported effectively and encouraged to develop confidence, independence and a love of learning. Our nurturing ethos and strong partnerships with families enable us to know our pupils exceptionally well and respond to their needs with care and ambition.

During recent years, our school has undergone significant development. As our pupil numbers have grown, we have invested heavily in strengthening our provision, staffing structures and support systems. This has included the introduction of a dedicated Family Support Worker, increased teaching assistant capacity and, most significantly, the creation of our new Inclusion Hub. The governors and leadership team see the Hub as a fundamental part of our vision for ensuring that every child can flourish, regardless of their starting point or individual barriers to learning.

The successful candidate will join us at a crucial stage in that journey. Whilst the Inclusion Hub has already begun to make a positive difference, this is still its first year of operation. We are therefore seeking an ambitious and forward-thinking SENCO who will not only provide excellent operational leadership for SEND across the school, but who will also help shape the strategic future of our Inclusion Hub. This role offers a rare opportunity to develop systems, refine provision, influence whole-school practice and leave a lasting legacy for our pupils and families.

Our recent Ofsted inspection recognised many of the strengths that make Barrington such a rewarding place to work. Inspectors noted that pupils are happy, safe and supported through positive relationships with staff. They highlighted the school's caring ethos, effective safeguarding arrangements, strong approaches to attendance and behaviour, and the range of opportunities available to support pupils' personal development. The report also recognised the school's clear understanding of its priorities for continued improvement and its commitment to ensuring the best possible outcomes for all children.

We recognise that outstanding SENCOs come from a variety of professional backgrounds and may be seeking different working arrangements. Consequently, we welcome applications from candidates interested in full-time or part-time work and are open to discussing flexible patterns that enable us to secure the strongest possible candidate.

If you share our belief that every child deserves to feel successful, included and valued, and you are excited by the opportunity to help shape the next phase of our inclusive provision, I would be delighted to receive your application.

I hope this pack gives you a flavour of our school and the exciting opportunity that this role presents.

Yours sincerely,

Agata Richards
Headteacher
Barrington Primary School

About Our School

Barrington Primary School is a thriving village school in South Cambridgeshire with a strong reputation for warmth, inclusion and community engagement. Our school combines the benefits of a close-knit environment with ambitious aspirations for every pupil.

We are proud that:

- Children feel safe, valued and supported.
- Relationships between staff, pupils and families are strong.
- Personal development and wellbeing are central to our work.
- Staff are committed to continual improvement.
- Inclusion is viewed as everyone's responsibility.

Our values underpin every aspect of school life and help pupils develop as kind, responsible and resilient individuals. Ofsted recognised that these values are reinforced consistently and contribute positively to pupils' personal development.

Inclusion Hub

This year has marked an important milestone in our school's development through the creation of our dedicated Inclusion Hub.

The Hub has been established to provide targeted support for pupils who require additional provision to access learning successfully, develop communication skills, strengthen emotional regulation or receive bespoke intervention support.

Whilst the Hub is already making a positive contribution, it remains at an early stage of development. The successful SENCO will have a unique opportunity to:

- Shape the long-term vision of the Hub.
- Develop systems and procedures that ensure consistency and sustainability.
- Evaluate and refine provision based on evidence and pupil outcomes.
- Support staff in delivering high-quality inclusive practice.
- Strengthen collaboration with families and external professionals.
- Help establish the Hub as a centre of excellence within the school and wider community.

This is not simply a role maintaining existing provision. It is an opportunity to lead, innovate and influence the future direction of inclusion at Barrington.

Job Description

Job Title

Special Educational Needs Co-ordinator (SENCO)

Salary

Main Pay Scale plus SENCO Allowance
UPS may be available for suitably experienced or highly qualified candidates.

Responsible to

Headteacher

Purpose of the Role

To lead and coordinate the school's SEND provision, ensuring that pupils with special educational needs and disabilities receive high-quality support and achieve the best possible outcomes.

The postholder will also play a significant strategic role in developing, evaluating and embedding the school's newly established Inclusion Hub, helping to shape its future direction, effectiveness and impact.

Key Responsibilities

Strategic Leadership

- Lead the strategic development of SEND and inclusion across the school.
- Develop and implement the school's SEND policy and strategic action plans.
- Ensure the school meets all statutory requirements relating to SEND.
- Contribute to whole-school improvement planning.
- Monitor the effectiveness and impact of SEND provision.
- Use data and evidence to evaluate outcomes and identify priorities.

Inclusion Hub Development

- Lead the continued development of the Inclusion Hub during its formative years.
- Establish robust systems, procedures and approaches to ensure the Hub delivers high-quality support.
- Evaluate the effectiveness of interventions and provision within the Hub.
- Work alongside school leaders to develop a sustainable long-term vision for the Hub.
- Support staff working within the Hub and promote best practice across the school.
- Develop partnerships with external agencies to strengthen provision.

Teaching and Learning

- Support teachers in planning and delivering high-quality adaptive teaching.
- Advise staff on strategies and interventions for pupils with SEND.
- Promote inclusive classroom practice.
- Monitor the progress and attainment of SEND pupils.
- Ensure provision maps and support plans are reviewed regularly and remain effective.

Assessment and Provision

- Oversee identification and assessment processes for pupils with SEND.
- Coordinate SEND reviews and annual reviews for pupils with EHCPs.
- Maintain accurate SEND records.
- Ensure appropriate interventions are implemented and evaluated.
- Support transitions within school and between educational settings.

Working with Families

- Build positive and supportive relationships with parents and carers.
- Ensure families are fully involved in decisions affecting their children.
- Provide guidance and information regarding SEND processes and provision.
- Lead meetings relating to SEND support and EHCP reviews.

Multi-Agency Working

- Liaise effectively with external professionals, including:
    - Educational Psychologists
    - Speech and Language Therapists
    - Occupational Therapists
    - Health professionals
    - Social care professionals
    - Local Authority colleagues

Leadership and Management

- Support the professional development of staff in relation to SEND and inclusion.
- Deliver training and guidance to teachers and support staff.
- Contribute to performance management processes where appropriate.
- Support the effective deployment of SEND resources.
- Manage delegated SEND budgets in line with school priorities.

General Responsibilities

- Safeguard and promote the welfare of children.
- Promote equality, diversity and inclusion.
- Undertake any duties reasonably required by the Headteacher that are commensurate with the grade and responsibility of the post.

Person Specification

	Essential	Desirable
Qualifications	• Bachelor's Degree • Qualified Teacher status • National Award for SEN Coordinator or willingness to complete it within statutory timescales	• National Award for SEN Coordinator completed
Experience	• Successful teaching experience in a primary setting. • Experience supporting pupils with a range of SEND needs. • Experience of working effectively with parents and external agencies. • Experience using assessment information to improve pupil outcomes.	• Previous experience as a SENCO. • Experience of leading inclusion initiatives. • Experience working within specialist or enhanced SEND provision. • Experience supporting pupils with complex needs and EHCPs. • Experience establishing or developing specialist SEND provision.
Knowledge and understanding	• Strong understanding of the SEND Code of Practice. • Knowledge of effective inclusive teaching practice. • Understanding of adaptive teaching and graduated approaches to support. • Knowledge of a wide range of SEND needs. • Understanding of safeguarding responsibilities.	• Knowledge of alternative provision models. • Understanding of outreach and hub-based support approaches. • Knowledge of current developments within SEND and inclusion.
Skills and Abilities	• Strong leadership and organisational skills. • Ability to work strategically and operationally. • Excellent interpersonal and communication skills. • Ability to analyse data and identify priorities. • Ability to coach and support colleagues effectively. • Strong report-writing and record-keeping skills. • Ability to manage competing priorities effectively.	• Experience of leading staff training. • Project management and service development skills. • Experience of evaluating provision and measuring impact.
Personal characteristics	• Be passionate about inclusion and improving life chances for all children. • Be committed to high standards and continuous improvement. • Have resilience, initiative and a solution-focused approach. • Be reflective and eager to learn. • Be approachable, supportive and collaborative. • Have the vision and drive to help shape an innovative Inclusion Hub during its development.	

Application Process

Please apply via the DfE Teaching Vacancies page.

The deadline for applications is 18th November 2026.

Interviews will be held the week beginning 23rd November 2026.

Recruitment Statement

We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS check, satisfactory references, online checks and other pre-employment checks in accordance with Keeping Children Safe in Education.