

Job Description

Title: SEND Partnership Co Ordinator

Post no: PREF106325

Department: Children, Families and Education

Division: Education Service

Responsible to:

Grade: Soul

Purpose of post:

The SEND Partnership Co Ordinator will coordinate and facilitate access to the Experts at Hand Offer, ensuring schools and settings (0-25) receive timely, targeted, and effective support to strengthen inclusive practice. The post will support:

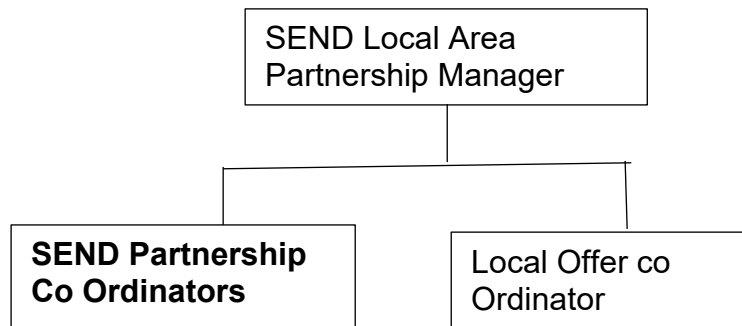
- Improved access to coordinated SEND support through the Experts at Hand and wider service offer, ensuring timely, targeted, and effective support for schools and settings
- Stronger, more consistent inclusive practice across schools and educational settings
- Enhanced multi-agency collaboration, with clearer pathways and reduced duplication of services
- Increased workforce capability and confidence through training, advice, and direct support
- Improved outcomes and experiences for children and young people with SEND 0-25
- Improved engagement and experiences for families, with clearer communication and involvement in support planning

The postholder will provide strategic leadership across a defined locality, improving outcomes for children and young people with SEND through coordinated systems, strong partnerships, and high-quality inclusive practice.

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Organisation Chart



Key Responsibilities:

1. To provide strategic leadership of SEND provision within a defined locality, promoting consistent, high-quality inclusive practice through the embedding of Ordinarily Available Inclusive Practice (OAIP). They will work to improve outcomes for children and young people with SEND across the partnership area, while contributing to the wider strategic development of SEND and Alternative Provision (AP) priorities (10%)
2. To coordinate and commission the Experts at Hand offer across a defined neighbourhood area, ensuring schools receive timely, targeted, and effective support. They will act as the central point of contact for schools seeking assistance, enabling efficient navigation of available services, reducing barriers to access, and providing clear signposting to appropriate support (10%)
3. To map and maintain a comprehensive, up-to-date directory of services, resources, and training offers available across the locality. They will ensure that this information is clear, accessible, and easily navigable for schools and partners, supporting informed decision-making and effective access to appropriate provision 10%
4. To work collaboratively with a range of multi-agency teams, including Lutons Primary SEMH Service, ACE Outreach Services, ELSEC, APST Outreach, the Inclusion Service, and Health Services, Early Years Services to ensure a coordinated and effective support system. They will facilitate strong joint working across services and disciplines, ensuring that advice provided to schools is coherent, consistent, and evidence-based. Through this approach, the postholder will embed robust partnership working across the locality to strengthen inclusive practice and outcomes

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5. To contribute to improving inclusive practice and building capacity across the locality by delivering training in priority areas on behalf of the Local Authority and partnership, such as Luton's Therapeutic Thinking. They will provide responsive, practical support directly within school settings, modelling interventions and inclusive strategies in real time to strengthen staff confidence and capability. Through this "close at hand" approach, the postholder will support schools to implement effective packages of support for pupils, while also strengthening inclusive practice across all educational settings. Additionally, they will support the ongoing professional development of SENCOs, including the development of high-quality digital support plans and a clear understanding of expected standards within SEND transformation. They will support quality assurance of the implementation of provision and specialist packages for children and young people with SEND.
6. To support the strategic planning and implementation of the Experts at Hand initiatives, contributing to the effective delivery of this model across the locality. They will play a key role in developing and embedding system-wide tools, including inclusion data dashboards and referral frameworks, to support informed decision-making and streamlined processes. The role will also involve leading and supporting the rollout of Luton's Ordinarily Available Inclusive Practice Guidance, while contributing more broadly to the ongoing SEND transformation agenda and wider strategic priorities.
7. To engage effectively with schools, families, and a wide range of partners to support inclusive practice across the locality. They will facilitate meaningful co-production with parents and carers, children, and young people, ensuring that their voices inform service development and delivery. The role will include organising and leading partnership activities such as mapping workshops, SENCO support groups, and opportunities for sharing inclusive practice
8. The postholder will lead on monitoring, evaluation, and continuous improvement by tracking the usage and impact of services, as well as monitoring the delivery and outcomes of the Experts at Hand model. They will analyse and provide reports, data insights, and evaluation to inform future service design and policy development, ensuring that provision remains responsive and effective. A key aspect of the role will include tracking outcomes for children and young people with SEND to support ongoing improvement and demonstrate impact across the locality

The duties outlined are not exhaustive and may evolve in line with service and service priorities

Dimensions

Supervisory management: Not Applicable

Financial resources: Not Applicable

Physical resources: Not Applicable

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Other: Not Applicable

Context

The role is a key part of delivery of the SEND reforms. The post will play a key role in improving outcomes for children and young people with special educational needs and disabilities (SEND) and will ensure that families, school and professionals can access timely, coordinated support through the local inclusion support offer. The post will act as a central point contact to guide stakeholders through available services, promote early intervention and help reduce escalation to statutory processes.

The post holder is required to hold a lot of knowledge in the education sector and an extreme amount of autonomy, be able to influence and challenge senior managers within all multi-disciplinary settings to ensure and drive positive outcomes.

The role will ensure that policies, procedures and activities are revised and/or implemented in a way that makes sure of equality for all in the way the service is delivered and also reflects the council's commitment to working in active partnership with the community to regenerate Luton and improve the quality of life for all its citizens.

Additional information

Physical effort and/or working environment

Physical effort: Not Applicable

Working environment: Not Applicable

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Person specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E): without which candidate would be rejected

Desirable (D): useful for choosing between two good candidates

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How measured	Desirable	How measured
Experience	Significant experience working within SEND and inclusive education, with a strong understanding of systems, pathways, and inclusive practice	1,2	Experience working at a locality, partnership, or system-wide level, including navigation or commissioning of support offers for schools	1,2
	Proven experience of strategic leadership or coordination, contributing to improved outcomes for children and young people with SEND and/or those in Alternative Provision	1,2	Experience of co-production with parents/carers, children, and young people	1,2
	Demonstrable experience of multi-agency working, including effective collaboration with education, health, early years, and wider partners	1,2		
	Experience of delivering training and building workforce capacity, including supporting SENCOs and modelling inclusive practice within school settings	1,2		
	Experience of monitoring, evaluating, and reporting on service impact, using data and feedback to inform improvement	1,2		
	Proven ability to establish successful relationships with children, young people and families	1,2		

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	and offer appropriate support to schools on issues of inclusion and entitlement to learning. • Ability to provide practical, solution-focused support directly within schools, modelling inclusive interventions and strategies in real time	1,2 1,2		
Equality issues	• Able to demonstrate successful implementation of strategies, policies and initiatives to improve service delivery and educational opportunities to underachieving, vulnerable and hard to reach groups. • Demonstrable knowledge and understanding of equality issues and legislation – able to integrate equality policies into service delivery and employment practices. •	1,2		
Specialist knowledge	• Comprehensive understanding of the statutory guidance and legislation in relation to SEND • A good understanding of SEND Legislation and SEND transformation agenda • Good understanding and knowledge of relevant evidenced based strategies including, but not limited to, SEND and Social, Emotional and Behavioural Difficulties, restorative approaches and therapeutic interventions. • Good understanding and experience of the	1,2 1,2 1,2		

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	curriculum and school organisation to support the personalisation approach to the curriculum to meet the student's needs.	1,2		
Education and training	• Educated to degree level or equivalent education or ability to demonstrate competency at this level gained through experience or training. • Qualified Teacher • Evidence of continuing professional development	1,2 1,2	SENCO qualification	
Other requirements	• Able to travel around the borough to various settings.	1,2 1,2		

1 = Application form

2 = Interview

3 = Test

4 = Proof of qualification

5 = Practical exercise

We will consider any reasonable adjustments under the terms of the Equality Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The job-holder will ensure that **Luton Council's** policies are reflected in all aspects of his/her work, in particular those relating to:

- Equal opportunities
- Health and Safety
- Data Protection Act (2018) and General Data Protection Regulation (2018)
- GCSx Acceptable Usage Policy (where applicable)

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