



SEN Coordinator

Haughton Academy
Application Pack



SEN Coordinator

Start Date: April 2026
(or sooner if possible)

Permanent

Full Time (32.5 hours per week)

Leadership band 11-15

If working towards SENCo qualification:
Salary depending on experience – L8-10



Haughton
Academy





Introduction

Dear applicant,

Thank you for showing an interest in the position of Assistant Headteacher SENCo at our school, Haughton Academy.

Becoming part of our team means that you will be joining a staff body who genuinely cares for our students. We pride ourselves in that our greatest strength is that we develop strong and meaningful working relationships with all our students, whilst ensuring high expectations are the norm for every child, regardless of their starting point.

We are incredibly proud to serve the community of Darlington by providing a first-class education for our students in a modern and exciting purpose-built school as part of The Education Village within a well-established and supporting trust. Haughton Academy is situated in North Darlington and is a mainstream community school for young people aged 11–16 years. As well as having a higher than national average percentage of students with SEND, our setting is unique in that we have two of our trust schools, one specialist provision and one of our primary schools sharing our site. Seeing all our children interact across all the settings is really incredible to behold and also gives us the opportunity to share great practice to support our students with a special educational need and/or disability.

It is a great privilege for me to have the opportunity to lead a team of talented, professional and dedicated staff who aim to create a school in which every student flourishes in a caring, happy environment. Our high expectations for every one of our young people are underpinned by our **PROUD** values. Our ethos is to teach our students to take responsibility for their actions, our environment, our community, and most importantly, for their learning. We are a caring community, whose values are built on mutual trust and respect for all. Teachers harness our students' natural curiosity and desire to learn, making learning stimulating and enjoyable. We support all students at an individual level, whatever their learning strengths and needs.

We strongly believe in the importance of developing a supportive partnership between home and school and the role of Assistant Headteacher SENDCo is vital in supporting and developing this along with the rest of our Senior Leadership Team. This is essential to ensure all our students achieve their full potential and grow as individuals both in and beyond the classroom. Working together with our families, we can help each child develop the skills and gain the qualifications that they will need to succeed in their future.

Belonging sits at the heart of everything our community stands for. We provide a caring and secure environment in which every young person is valued as an individual and where they can develop an appreciation of the cultures and beliefs of others in our school community and beyond

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The successful candidate will be a dedicated, passionate and a highly organised person who shares our values to support every child to reach their full potential.

Whilst we hope our website and our pack will answer most of your questions, we would encourage and welcome any potential candidates to come and visit our school.

If you would like to arrange a confidential conversation or visit to our school, please contact Tina Barnett, PA to the Principal, using tbarnett@educationvillage.org.uk.

Best wishes

Mrs Darbyshire
Principal – Houghton Academy

Making your Application

I hope that when you read this Application Pack you are inspired to apply for the post. If you are, then this is what you need to do:

Application:

1. Complete the Education Village Trust application form including a supporting statement of no more than 2 sides of A4. This should address the criteria in the person and post specification.
2. Send your completed application form by email to the peopleteam@educationvillage.org.uk

Deadline:

The deadline for the post is, **30th November 2025**
Shortlisting will take place **1st December 2025**
Interviews are expected: **W/C 8th December 2025**

Shortlisting:

We will unfortunately be unable to notify candidates who are not on the shortlist, therefore, if you do not hear from us, your application has been unsuccessful on this occasion.

Salary:

This post will be part of the Senior Leadership Team and will be paid at L11-15.
Actual Salary: £66,386 - £73,105

If you are working towards your SENCO qualification the salary band will be L8-10
Actual salary: £61,534 – £64,690

Start Date:

April 2026 or sooner if possible

For an Application Pack:

1. Contact the People team via email at peopleteam@educationvillage.org.uk
2. Visit www.haughtonacademy.org.uk

You must have the right to work in the UK to apply for this post

Haughton Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974. In accordance with the recommendations set out in KCSIE the Trust carries out online searches on shortlisted candidates.

Post and Person Specification

POST TITLE: Assistant Headteacher - SENCO

GRADE: Leadership 11-15

REPORTING RELATIONSHIP: Principal

JOB PURPOSE: To support, lead and assist the Principal of Haughton Academy with the strategic planning, management and development of all training and development of staff. The SENDCO will carry out the full range of professional duties associated with the post as required by the Principal of Haughton Academy.

Main Duties and Responsibilities:

As a member of the Leadership Group, you will be required to work collaboratively in order to meet the key outcomes of this leadership role:

Effective leadership of Haughton Academy results in:

- A positive ethos, which reflects Haughton Academy's commitment to high achievement, effective teaching and learning and good relationships.
- Staff, governors and parents have confidence in the leadership and management of the school; staff and governors recognise their accountability for their tasks and the school's success and contribute fully to the development and successful implementation of school policies and practices.
- The life of the school and the curriculum will effectively promote pupils' spiritual, moral, social and cultural development and prepare them for adult life.
- Its effectiveness will be kept under rigorous review, and links with the wider community contribute to pupils' attainment and personal development;
- The efficient and effective use of staff, accommodation and resources;
- Pupils who make progress in relation to their prior attainment to expected or better than expected levels; show improvement in their literacy, numeracy and information technology skills; know the purpose and sequence of activities; are well prepared for tests and examinations; are enthusiastic about the subjects they are studying and are highly motivated to learn more; through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment;
- Teachers who have a secure knowledge and understanding of the subject(s) they teach; set high expectations for pupils; plan lessons which address the needs of all pupils within the class; employ the most effective approach(es) for any given content and group of pupils; pace lessons appropriately, using time and resources effectively; regularly mark and assess pupils' work and reinforce and extend pupils' learning and achievement through setting consistent and challenging homework; understand the importance of a regime of rules and discipline; are systematically monitored, evaluated and supported in their work;
- Parents who enjoy an effective partnership with the school, which contributes to their children's learning; understand and support the work of the school; are kept fully informed about their child's achievements and progress; know how they can support and assist their child's progress.

MAIN DUTIES

The **Key Focus** of this post is to ensure the provision of SEN support for all pupils and to support all staff, to raise standards and drive school improvement. The main duties are:

- Access arrangement assessments, form 8 and online submissions
- Overseeing pupils with access arrangements, addressing any queries with pupils, parents and staff
- Carrying out reviews of pupils with statements/EHC plans
- Collating evidence from teachers and completing associated paperwork to return to the local authority
- Oversee One Plan Reviews – where necessary, attend complex cases
- Submit EHC assessment requests for complex pupils and carry out associated meetings
- Liaise with alternative agencies - CAMHS/OT/physio/SALT
- Update pupil profiles with information from reports and send to teachers. Chase up appointments. Organise and attend meetings regarding recommendations
- Oversee SEN intervention team - check data and responses
- Refer to educational psychologist
- Implement recommendations and changes to pupil profiles to share with staff
- Provide ASD support
- Attend training, support whole school staff, and meet with parents
- Share pupils of concern with staff
- Update pupil profiles with appropriate information
- Chase up information from primary schools
- Oversee SEN testing for Year 6 pupils
- Designated LAC teacher - attend PEPS/LAC reviews. Update paperwork
- Oversee work of LMI. Liaise with staff/social workers/carers/pupils
- Oversee provision maps for each SEN pupil. Share deadlines for forthcoming review period
- Check all mentors have completed support and chase up where necessary. Ensure parental contact. Respond to parent feedback on the programme
- Transition - support and arrange additional transition of SEN pupils. Ensure pupil profiles are accurate and are used by staff. Work closely with HOY 7 and HSU. Share key pupils with all staff in whole staff CPD time. Visit primary schools for complex pupils. Chase up information from primary schools. Attend information sharing sessions. Meet with parents and year 6 pupils for additional visits
- Ensure Provision plans are in place and oversee and assign mentors

The **Key Focus** of the leadership post is to:

1. Keep abreast of the latest developments in the area and disseminate effectively to other members of staff.
2. Plan, delegate and evaluate work carried out by team(s) and individuals
3. Ensure quality continuous professional development, CPD, for all staff.
4. Contribute to the key sections of the academy raising achievement plan, RAP and SEF - outcomes.
5. Report to the Academy leadership group and Haughton Academy Education Standards Committee on the impact and effectiveness of data and outcomes.
6. Be a highly visible member of the school leadership team before, during and after the Academy day.
7. To ensure and be accountable for the quality of induction, professional development and performance management of all line managed staff.
8. To Line manage departments and Subject Leaders, as directed by the Principal.
9. To lead projects and initiatives throughout the Academy as directed by the Principal or other members of the Academy Leadership Team.
10. To take Academy assemblies on a regular basis.

11. To consult with the Principal regarding personal professional development in preparation for Assistant Headteacher roles.
12. To promote the ethos and vision of the EVAT trust to a wide range of audiences.
13. Ensure equality of opportunity for all.
14. The post holder must carry out his/her duties with full regard to the EVAT Equal Opportunities and Racial Equality Policies in the terms of employment and service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner.
15. To comply with health and safety policy and systems, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both yourself and others.

This is not a complete statement of all duties and responsibilities of this post. It contains only the facts necessary to rate this standard job at the resultant responsibility.

THIS POST IS SUBJECT TO AN ENHANCED CRIMINAL RECORDS BUREAU DISCLOSURE AND DISQUALIFICATION DECLARATION (IF APPLICABLE).

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS AND WILL BE SUBJECT TO RECHECKING AS APPROPRIATE.

Date: Nov 2025



Person Specification

THE EDUCATION VILLAGE ACADEMY TRUST

PERSON SPECIFICATION – SENCO HAUGHTON ACADEMY

Categories	Essential Criteria	Desirable Criteria	Stage Identified
Qualifications			
E1. Qualified Teacher Status	✓		Application Form Certificates
E2. The National Award for Special Educational Needs Co-ordination or be willing to undertake.	✓		Application Form Certificates
E3. Testing qualification recognised by JCQ for the purpose of assessing exam concessions or be willing to undertake.	✓		Application Form Certificates
D1. Experience of presenting high quality, strategic information to Governors, and supporting their role as a "critical friend".		✓	Application Form Interview References
D2. Management Qualification		✓	Application Form Certificates
Experience & Knowledge			
E4. An understanding of the new SEN code of practice and the strategic role of a SENCO	✓		Application Form Interview
E5. Experience of successful working across the full range of SEN	✓		Application Form Interview
E6. Demonstrable success in raising and achieving high standards as well as meeting the challenges of setting pupil targets that are both aspirational and achievable through progress tracking and data.	✓		Application Form Interview
E7. Very good practitioner of 'in Thorough understanding and knowledge of the demands of delivering national strategies across the full range of the curriculum ,KS3, 14-19 and Foundation Learning	✓		Application Form Interview
E8. Experience of developing a highly exciting, innovative and inclusive	✓		Application Form Interview

curriculum which is personalised to the needs of the whole child.			
E9. Experience of managing, developing, inspiring and motivating staff.	✓		Application form Interview References
E10. Experience of supporting the management of significant organisational development & change, to include staff training in issues related to SEN	✓	✓	Application form Interview
E11. Experience of supporting students to succeed socially and across the curriculum using a range of resources and strategies	✓		Application form Interview
E12. Experience of dealing with pupil discipline effectively, developing and promoting home to school links to achieve partnership working.	✓		Application form Interview
D3. Proven track record in use of rigorous and valid data systems		✓	
D4. Experience of delivering information to a wider external audience		✓	
Skills			
E13. Excellent oral and written communication skills with an ability to negotiate at all levels.	✓		Interview Presentation
E14. Be E-confident and able to train staff to understand the benefits of ICT within the remit of the post	✓		Interview Presentation
E15. Ability to set appropriate targets for the improvement of school performance and how to establish, monitor and evaluate an action plan in relation to those targets taking into account barriers to achievement	✓		Interview Presentation
E16. Ability to interpret and implement new legislation, policies and directives, locally and nationally.	✓		Interview Presentation
E17. Ability to analyse information from a wide variety of sources and solve complex problems.	✓		Interview Presentation
E18. Ability to demonstrate sound leadership in managing transition between key stages for pupils across the school, and with partner schools.	✓		Interview Presentation

In addition to the above qualifications, skills, and knowledge, we are also looking for someone with the below personal attributes to help contribute to Team Haughton.

- High personal standards of integrity and probity
- Enthusiastic driven, adaptable and resilient
- Confident, positive and approachable
- Committed to personal development
- Ability to create a learning culture within the organisation which is recognised by staff, pupils and parents.

As part of this role, you may be required to work outside of normal hours, and you must be flexible due to the nature of the role.

This role will be subject to an enhanced DBS and a disqualification by association disclosure.



Haughton Academy
Salters Lane South
Darlington
DL1 2AN

Tel: 01325 254000

Email: admin@haughtonacademy.org.uk