



INFORMATION PACK

Position: Assistant Headteacher (SEND/CO)

Scale: L13 – L17 (£69,596 - £76,772)

A Letter from the Headteacher designate

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SADDLEWORTH
SCHOOL

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Dear Applicant,

Thank you for your interest in the position of SENDCo [Assistant Headteacher] at Saddleworth School. I have just been appointed to be the Headteacher and start my role in September 2026. This is a very exciting time for the school. I am currently working with the senior leaders to realign the senior leadership team with the current and future needs of the school so that every child will achieve their potential. A major element of a successful school is that *inclusion* is embedded within its culture. The appointment of a SENDCo will be a major role within this new structure. The candidate appointed will be expected to share our ambitions and ensure that our pupils achieve excellent outcomes, in a safe, high expectations driven environment.

Saddleworth is a place where young people are supported to discover their passions, work hard, and develop the skills and character they need to succeed in life. Our curriculum is broad and ambitious, designed to challenge every learner, while our staff provide the care, encouragement and guidance that helps each student thrive.

At Saddleworth we are looking for people who are ambitious for our students, ambitious for themselves and who are passionate about working with young people to ensure that they fulfil their full academic potential and develop into happy, confident, compassionate, and successful young adults. We are a community; we work and learn together, and we support and care for one another.

In April 2025, we were proud to join the Cranmer Education Trust, a family of schools that includes 5 secondary schools and 5 primary schools across Oldham and Rochdale, Manchester Nexus SCITT and the East Manchester Teaching School Hub. We joined the Trust because we share the same values and ambitions for young people: a commitment to academic excellence, broad opportunity, and strong community.

The school is significantly oversubscribed and is forecast to remain so for years to come. It serves a semi-rural area; students join us from villages such as Delph, Dobcross and Uppermill as well as areas closer to Oldham such as Lees and Springhead.

The school has grown over the years and we are now able to accommodate 1460 children, organised into five year groups. We have recently moved into a brand new purpose built school building with a wealth of facilities. This will not only support us to provide a first class learning experience for our students but will also mean that we can continue to grow and increase our student number to 1500.

We have a dedicated team of teachers and support staff at the school. Their hard work, dedication and generosity of spirit is a key strength of our school. We invest heavily in our staff and their development. We want to support colleagues to develop and grow in their roles and be able to take advantage of the many



opportunities for career progression. We have a comprehensive CPD programme in school which supports colleagues at all stages of their career.

Included in this pack is a more detailed profile of the school as well as an application form. I look forward to receiving your application.

Yours sincerely,

Mr S Logue
Headteacher Designate

Section 1:

An Introduction to Saddleworth School

Our Mission

We Aim High, we expect the best for everyone, and we value our community.

Our staff

The key strength of the school is the staff. There is a genuine sense of community and all within the school work together to support the students and each other. We have a real blend of youth and experience on the teaching staff and there is a flourishing CPD programme to support all staff at every stage of their career.

Our geographical area

Saddleworth School is a 10-form entry, 11-16 Comprehensive School, situated in pleasant rural surroundings at the foot of the western slopes of the Pennines, some four miles east of Oldham. The school, which enjoys a good reputation, caters for the whole rural district of Saddleworth and also for the nearby residential areas on the eastern side of Oldham. This district contains nine large villages with varied industrial undertakings and farming activities. Manchester and the M62 are within easy reach and the region is popular with commuters. The school has recently moved to the village of Diggle just off the main A670 Ashton-Huddersfield Road which links with the A669 Oldham Road.

Our school organisation

The school is growing and we have a PAN 1460 but will expand to 1500 by 2026 now that the school has moved to its brand premises in the village of Diggle. After more than 100 years at our old school we relocated to a new site with a new school building in 2022. We now have a school with state of the art classrooms, fully equipped specialist areas and modern facilities to support our delivery of a first-class learning experience for our students.

On entry, children in Year 7 are placed in mixed attainment classes, but set by attainment in Maths during their first half term. From Year 8 onwards, there is increased setting in maths and science. There is a long-standing record of strong achievement in external examinations and students tend to leave with above average attainment.

A wide range of extra-curricular activities is available. Fieldwork and outdoor pursuits are very strongly supported; a full programme of sporting activities is maintained, as are a wide range of excellent musical and drama activities and the Duke of Edinburgh Award Scheme is particularly well represented.

The school day is shaped around five one-hour lessons and a daily 8:30am form time registration. All students have their lunch break from 1.20pm to 2.00pm. All staff engage in CPD that runs after school on Wednesdays.

The pastoral system is organised on a year basis, with each year led by a Year Leader. Form tutors play a crucial role and it follows; therefore, that all candidates for teaching posts at the school must be fully committed to the education of the 'whole child' and be prepared to contribute to the school as an active and caring form tutor. Standards of student dress and behaviour are good and children are encouraged

to play a part in the running of the school, through the elected Senior Student Leadership body and the School Council.

The school has become the focus of many of the leisure pursuits of the local community. It is widely used after school and in the evenings for sport and cultural activities. The element of community service in the Duke of Edinburgh scheme has involved helping the Tame Valley wardens with their conservation work, helping at the museum, and the St John Ambulance, and giving support to the old people in the area.

The school's high standard of inclusion is well supported by Pastoral Support Assistants who are attached to each year group. The school also has a specialist provision through our Link Department for students in need of additional support and/or a personalised curriculum.

Saddleworth School is a stimulating and rewarding environment in which to work. This is a school where teachers and students can really flourish.

Quick Facts	
Age range	11-16yrs
Local Authority	Oldham LA
Number of children	1456
% FSM	23.49%
% SEN	18.54%
% EAL	1.30%

Our Vision and Values

At Saddleworth, our mission is simple, but powerful:

We Aim High, we expect the best for everyone, and we value our community.

This reflects what makes Saddleworth special and the principles that guide everything we do in the classroom, around school, and across our wider community.

What this means for us

- We Aim High – We set ambitious goals for ourselves and for our students. We do our very best in everything we do, never settling for second best, and encouraging everyone to strive for excellence in learning, in behaviour, and in personal growth.
- We Expect the Best for Everyone – Every young person, every member of staff and every family connected to our school deserves the very best. We believe in fairness, inclusivity, and high standards for all, ensuring that everyone has the opportunity to succeed and feel valued.
- We Value Our Community – Saddleworth is more than a school: it is a community. What we have here is unique and special, and we all share the responsibility to protect it, foster it, and contribute to it. We celebrate diversity, respect one another, and work together to make our school a place where everyone belongs.

Our mission is underpinned by three core values which shape our expectations, decisions and relationships every day:

- Ambition – because aiming high inspires us to set challenging goals and achieve more than we thought possible.
- Excellence – because every student and every member of staff deserves the opportunity to be the best they can be.
- Community – because we are stronger when we support one another, respect each other, and take pride in what we have together.

These values are at the heart of Saddleworth. They ensure that our school is a place where young people can achieve, grow and flourish.

CPD opportunities

Saddleworth School is committed to ongoing CPD for all staff. Each Wednesday there is a calendared programme of development opportunities in which all staff engage. There is also a complementary programme of CPD accessible to all staff to support development of their career stage or specific areas of interest.

Equality of opportunity

Saddleworth School is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, religion, marital status, sexual orientation and/or medical condition.

Safeguarding

Saddleworth School is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

Saddleworth school is a place where:

- We each feel that we are valued by and belong to the Saddleworth community.
- All work hard and are considerate and courteous towards each other
- We are respectful, compassionate and kind.
- We are all encouraged to explore, find, nurture and develop our passion
- We are ambitious for ourselves and for each other.
- We have high standards and expectations and strive for excellence.
- We embrace success and take pride in our own achievements and those of others
- We develop and encourage a growth mind-set and positive attitudes in ourselves and others
- We all actively contribute to the Saddleworth community to ensure that it remains a place that we all want to work and to learn.

Section 2: Job Description



Post Title	SENDCO
Purpose	<ol style="list-style-type: none"> 1. To lead SEND provision at Saddleworth School, ensuring that all SEND pupils receive the support they need to thrive. 2. To have a clear understanding of what makes outstanding SEND provision and the ability, understanding and experience to lead, develop and manage staff within the Achievement for All department to achieve this. 3. To ensure those in receipt of statutory and non-statutory SEND entitlements have their needs met. 4. To lead on the quality of SEND provision across the curriculum and evaluate provision for impact. 5. To work with senior leadership to produce a strategic plan in response to the white paper. 6. To lead on the outcomes for SEND pupils.
Salary/Grade:	L13 – L17
KEY RESPONSIBILITIES:	
Shaping The Future: Strategic Direction	<ol style="list-style-type: none"> 1. To work with the senior leadership team ensuring coherence around all aspects of SEND provision. 2. To contribute to the school improvement plan and priorities in relation to SEND provision and Achievement for All. 3. To contribute actively to building, communicating, and implementing a shared vision of the school's future.
Specific responsibilities	<ol style="list-style-type: none"> 1. To facilitate the smooth day to day operation of the school's SEND policy. 2. To ensure appropriate provisions for the needs of all pupils with special, additional, and particular needs. 3. To uphold the register of such pupils, monitor their progress regularly, coordinating intervention and support as needed, ensuring excellent progress. 4. To ensure EHCPs are fully implemented, advise staff on how to support pupils and make referrals for external support as needed. 5. To build effective mechanisms of parental communication and engagement. Meet with, and facilitate support groups for, parents, taking their views into consideration and planning provision accordingly. Survey parents of SEND pupils, address any concerns raised and listen to suggestions. 6. To liaise with external agencies and professionals in relation to SEND to gain multi agency advice and support for these pupils as needed. 7. To undertake relevant assessments and make relevant referrals for the screening of pupils, sharing the outcomes of these with staff and ensuring that they are fully implemented. 8. To apply for or support parents in the application process for EHCPs for individual pupils as appropriate. 9. To organise and lead reviews for pupils with EHCPs. 10. To support all staff working with SEND pupils and those with additional needs including EAL, establishing effective ways of communicating and training staff.

	<ol style="list-style-type: none"> 11. To lead, manage and evaluate the impact of the deployment of Educational Teaching Assistants/ Learning Support Assistants 12. To ensure strong administrative systems including filing and recording of actions are in place to provide a clear trail of support for each pupil including the implementation, monitoring and evaluation of OPPs. 13. To work with the school's literacy and numeracy leads ensuring coherent support for pupils is identified. 14. To inform the Headteacher or their nominated representative of any issues especially of safeguarding or where there is a barrier to meeting pupils' needs. 15. To contribute to an effective CEIAG provision for the needs of all pupils with special, additional and particular needs. 16. To provide updates for the Headteacher on a half termly basis on the progress of pupils with SEND across curriculum areas and impact of relevant interventions. 17. To undertake additional duties to support pupils under Achievement for All when required. 18. To be evidence informed, keeping abreast of best evidence (including contextual) and current legislation in relation to SEND.
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Other Responsibilities:

Classroom Teaching	<ol style="list-style-type: none"> 1. To be a strong and effective classroom teacher with the ability to impact on progress for the pupils you teach.
Pastoral	<ol style="list-style-type: none"> 1. To act as a form tutor and to carry out duties associated with that role, including delivering the pastoral curriculum, monitoring attendance and punctuality, communicating with parents, internal and external agencies as appropriate. 2. To model, implement and champion consistently Saddleworth's values and policies within the Achievement for All department and across the school so that effective learning can take place.
Marketing and Liaison	<ol style="list-style-type: none"> 1. To contribute to school liaison and marketing activities, for example providing news for social media, the website, contributing to newsletters to parents. 2. To be responsible for the effective promotion of the department at open days and evenings and other events. 3. To lead the development of effective subject links with partner schools and the community according to school policy. 4. To actively promote the development of effective subject links with external agencies and organisations.

This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

Section 3: Person Specification

PLEASE NOTE: The selection panel will use the criteria below to shortlist. Only those applicants who demonstrate that they meet all the essential criteria to the panel's satisfaction will be invited to interview.

Any candidate with a disability who meets the essential criteria will be guaranteed an interview.

*A – Application form/supporting statement I – Interview R – Reference

Selection Criteria	Essential or Desirable	How Assessed
Educational Qualifications		
Good honours degree (or equiv.)	E	A
PGCE or equivalent and Qualified Teacher Status	E	A
Relevant and successful teaching experience	E	A
Already have or be willing to undertake the accredited SENCO qualification within 1 year	E	A
Relevant experience in team leadership or management, e.g. head of department, 2 i/c, team leader, leadership of the development of curriculum / T & L / assessment etc, which has had an impact on both pupils and teachers	E	A/I
Teaching and Learning		
A strong and effective teacher in your own right with a proven track record of impact on progress for the pupils you teach	E	A/I
Understanding of and ability to implement all SEND-related statutory responsibilities to ensure the school's compliance with the SEND Code of Practice and other relevant legislation	E	A/I
Experience of working with SEND pupils	E	A/I
Understanding of phonics and early reading/language acquisition	D	A/I
A broad awareness and understanding of educational research on 'what works' in supporting pupils with SEND (curriculum, pedagogy and teaching and learning)	E	A/I
Experience of writing reports and referrals for SEND pupils	E	A/I
Track record of success which has improved provision, progress and outcomes	E	A/I
Data-smart: able to use data analysis and ask the right questions to promote thinking and improvement	E	A/I
Experience of leading whole school CPD	D	A/I
Leading successful extra/co-curricular provision in your subject area	D	A/I
Experience of working with support staff	D	A/I

Personal and Professional Qualities		
Experience/evidence of working with external agencies	E	A/I
Strategic, future-orientated, able to balance long and short-term perspectives	E	A/I
Intellectually and organisationally agile and well-organised; open to new directions, continuously pro-active and thinking ahead, whilst planning and structuring what needs to be done to translate aspiration into reality	E	A/I
Effective communicator: persuasive and inspiring at a group level, with high emotional intelligence and influencing skills 1:1 and with smaller groups	E	A/I
A good networker: flexible, receptive, persuasive	D	A/I
Resourceful and creative	E	A/I
Excellent time manager	E	A/I
Resilient, intuitive, tactful	E	A/I
Good negotiation skills	E	A/I
Safeguarding		
Committed to the protection and safeguarding of children and young people	E	A/I
The ability to form and maintain appropriate relationships and personal boundaries with young people	E	I,R