

Assistant Principal: SENDCO

Harris Academy Sutton

Welcome to Harris Academy Sutton and thank you for your interest in the above role. We are a highly inclusive, successful Academy with exemplary behaviour and high levels of academic achievement. Having opened in 2018, we are housed in a £40million state-of-the-art Passivhaus building and looking for a committed, passionate individual to join our thriving leadership team with responsibility for our provision for our children with special educational needs and disabilities.

Thank you again for your interest and I wish you all the very best with your application.

Mick Berry
Head of Academy

APPLICANT PACK

Assistant Principal: SENDCO

Harris Academy Sutton

START DATE: April 2026 (can be negotiated with right candidate)

PAY: L11-16 (Outer London)

Loyalty Bonus + Teacher Pension Scheme + Harris Wellbeing Cash Plan + Additional Harris Benefits

Join our success:

- Judged 'Outstanding' in all categories by Ofsted (Feb 2023), more information here: <https://www.harrissutton.org.uk/469/ofsted>
- Progress 8 scores of +1.10 & +0.91 in our first two sets of GCSE results (2023 and 2024)
- Attainment 8 scores of 60.6, 59.9, 58.2.
- High achieving sixth form with multiple Russell Group Alumni (including University of Cambridge, Durham University and London School of Economics)
- Hugely oversubscribed in both Year 7 and Year 12, the 'Comprehensive of Choice' in a borough with several grammar schools

Deadline: **Thursday 27th November 2025**

Interviews: **Wednesday 3rd December 2025**



ROLE OVERVIEW

We are looking for an experienced, dynamic and engaging SENDCO to join our leadership team. You will be actively engaged from the start in supporting our staff and SEND students through their journey to their GCSE and A-Level qualifications.

This role is suitable for experienced practitioners with leadership aspirations, for example you may be an existing SENDCo looking for a leadership position. The Academy is committed to equality and diversity and welcome applications from practitioners regardless of background' it may be that you have just the qualities we are looking for to add to our thriving team!

You will have full access to the Joint Professional Development support offered in house here at Harris Sutton; but there is also a great deal of collaborative working and sharing of good ideas and what works within secondary across the Harris Federation. The successful candidate will be joining a friendly and outward looking group where professional development and progression opportunities are second to none.

Staff wellbeing and workload is high on the priority list at Harris Sutton, we have a number of initiatives to aid with this including a full 2-week October half term, half days at the end of each term and our recently launched flexible PPA periods (which teachers can choose to use at home or offsite).

Reporting to: Vice Principal

Responsible for: Leadership of the SEND department

Liaising with: Head of Academy, Vice and Assistant Principals, Teaching and Associate Staff, families and external agencies.



INTRODUCTION TO HARRIS ACADEMY SUTTON

Our staff

We believe that a happy and settled staff body helps drive the very best performance from our students. We are committed to a high-quality professional development programme and can draw on expertise from across the Harris Federation. As a HASU member of staff at any level you will receive the training and support that you need to carry out your role effectively and develop at a pace that suits you.

We are committed to ensuring that our staff have the right level of balance between work and home life. Our policies and procedures are aimed at allowing our teaching staff to spend as much time as possible planning and delivering lessons. We work in an award-winning building with excellent facilities.



- "Teachers work together to plan for **excellence**."
- "Teachers are **highly skilled** in selecting strategies and adaptations to ensure that **all pupils**, including those with SEND, fully access and excel in learning the curriculum."
- "Teachers **know about pupils' needs** and how best to help them learn."
- Staff at the school "...receive **excellent professional development**."
- "**Leaders value their staff**."
- "Staff are **thoroughly trained in safeguarding**... When leaders are concerned that pupils may be at risk of harm, they react with **rigorous and relentless tenacity** to ensure that pupils are protected"

Our students

We run a broad and diverse curriculum to a fully comprehensive intake of students.

Our focus on the core value of Integrity means that our behaviour is excellent, with staff supported by a strong and highly visible Academy Leadership Group. Detentions are run centrally, allowing teaching staff to do what they do best: plan and teach amazing lessons. Attendance and engagement with learning is high, and centrally planned tutor time resources ensure that our tutors can engage with students whilst delivering high-quality experiences.



- "[Pupils] are **respectful** to one another."
- "Pupils throughout the school are **highly motivated**, polite and courteous."
- "Pupils **understand and respect the rules**. This means that little reinforcement of these is necessary."
- "Pupils readily **hold leaders to account**. Leaders respect and act on pupils' ideas."

Our location

We are located in Sutton, with good public transport and road links. Central London (Clapham, Victoria) is 25 minutes away. Belmont station is just an 8-minute walk and Sutton station a 12-minute walk. We are on the Surrey border so journeys do not take long in fact journeys from Kent only take just over 30 minutes by car. We have safe and secure onsite parking with electric charging points.

Other benefits of working for us

- Regular dialogue about workload and how to manage it effectively
- Protected time for examiners
- Internal promotion and progression opportunities
- Staff CPD breakfasts
- Harris subject networks
- Clear communication and manageable deadlines
- High-quality staff induction programme
- Regular recognition and celebration of staff excellence
- Free on-site parking
- Exemplary student behaviour
- All SLT teach
- Fully centralised behaviour system including rapid and effective support with any student behavioural issues



JOB DESCRIPTION

The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Job Purpose:

- To ensure that Academy practice is compliant with the SEND Code of Practice (2014) and other relevant statutory requirements.
- To work with the Academy Leadership team ensuring an ethos of Inclusion within the Academy and a culture of high aspirations for students with SEND.
- To work with the Academy Leadership team ensuring the implementation of the Academy SEND Policy.
- To ensure that the provision of SEND support is in accordance with the aims of the Academy and the curricular policies determined by the Governing Body and Principal of the Academy.
- To be responsible for maintaining the Academy's SEND Profile, ensuring that it is always up-to-date and is an accurate picture of student SEND need across the Academy.
- To be responsible for the accurate identification of SEND need across the Academy, ensuring a rigorous and thorough assessment process.
- To be a role model with regard to Quality First Teaching and differentiation within your own teaching practice.
- To be responsible for the embedding of Quality First Teaching across the Academy.
- To be responsible for the Academy SEND Offer, ensuring high quality targeted interventions enabling students with SEND to make better progress.
- In consultation with the Academy Leadership Team, to provide a programme of professional development with regard to SEND, that ensures all staff have the knowledge, skills and understanding to plan teaching and learning effectively and enable students with SEND to make expected progress.
- To be responsible for tracking the progress of students with SEND, using a wide range of Academy data relating to progress, attainment, referrals, exclusions, detentions and attendance to identify barriers to learning.
- To deploy staff and resources according to the needs of SEND students.
- To write a termly report to the Academy Leadership Team and Governing body on progress and developments.

Operational/Strategic Planning :

- To work with Curriculum Leaders to ensure that Quality First Teaching Strategies are embedded in teaching and learning across the Academy and to ensure that strategies on Student SEND Profiles are being used as part of the lesson planning process and are integral to teaching and learning across the Academy.

- To work with Curriculum and Seniors Leaders to monitor, evaluate and review the quality of teaching and learning across the Academy, with regard to SEND students
- To work with Curriculum Leaders to monitor the academic progress of students with SEND within the Academy, ensuring expected progress and the provision of targeted interventions as appropriate.
- To work with Curriculum Leaders and Teachers to ensure efficient and effective use of Teaching Assistant support.
- To ensure that the SEND Development plan has clear aims and objectives, enabling progression within all areas of SEND Policy and provision.
- To be responsible for the development of effective provision mapping, tracking the impact of specific interventions to ensure that students with SEND make better progress.
- To be responsible for the day-to-day management, control and operation of SEND provision within the Academy, including effective deployment of staff and physical resources.
- To be responsible for the identification, assessment and completion of Access Arrangements for internal and external examinations. This includes organizing training for readers and scribes, monitoring their practice.
- To be responsible for ensuring that the Annual Review process for students with Statements/EHCPs is in place and that reports accurately reflect progress within the Academy.
- To be responsible for ensuring that LEA consultations for students with EHCPs are responded to in line with the SEND Code of Practice and within given time constraints.
- To implement Academy policies and procedures e.g. Equal Opportunities, Health and Safety etc.
- To ensure that Health and Safety policies and practices, including risk assessments, throughout the area are in-line with national requirements and are updated where necessary, therefore liaising with the Academy's Health and Safety Manager.

Leadership:

- Maintain and exemplify the high standards of the Academy across all parts of Academy life, acting a role-model on a day-to-day basis.
- Play a major role in formulating the aims and objectives of the Academy; in establishing the policies through which they will be achieved and in monitoring progress towards their achievement;
- Lead on and develop the shared vision for the Academy;
- Work with colleagues to ensure data is used effectively and consistently across the Academy.
- Work with the Leadership Group to lead the Academy's assessment and reporting programme.
- Support staff in making sure high quality intervention programmes are in place when underachievement is identified.
- Support colleagues in the implementation of Academy behaviour for learning strategies, including the effective support of Active Classroom Support
- With the Leadership Group, develop strategies to enhance teachers' ability to learn and to develop advanced teaching skills in the Academy workforce.
- Ensure the highest standards of achievement for all students, through highest expectations and well balanced curriculum.
- Ensure the entitlement of all students to have equal access to and participation in all aspects of the curriculum.

- Ensure the efficient and effective provision of cross curricular skills, knowledge and understanding by engaging staff in all areas of learning.
- Identify what are successful learning outcomes and then monitoring students' progress, continuity and progression.
- Attend all Academy Leadership Group meetings
- Facilitate duties inline with the Academy Leadership allocations.
- Attend and assist at allocated Academy events, including results days as part of the Leadership Group responsibilities.
- Lead and manage staff in an appropriate manner, offering support, encouragement, guidance and advice to ensure effective policy in practice.
- Hold staff to account and challenge under-performance ensuring effective corrective action and follow-up.
- Assist in the implementation of effective procedures to support teachers who are underperforming, responding to the outcomes of this support as appropriate.
- Maintain high morale amongst staff and set an example of professional standards and leadership.
- Contribute to the recruitment, training, deployment and professional development of staff as appropriate.
- Promote and sustain effective management of the Academy environment, its site and buildings.
- Chair meetings, as appropriate to specific roles, ensuring effective consultation, delegation of responsibility and successful implementation of outcomes.
- Liaise with partners and other key providers to ensure learners have access to the best learning opportunities available.

Staff Development:

- To take part in the academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the academy
- To participate in the academy ITT and NQT training and induction programmes.

Quality Assurance:

- To help to implement academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the subject area in line with agreed academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time-to-time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.

Management Information:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc.
- To complete the relevant documentation to assist in the tracking of students.

Communication:

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the academy.
- To follow agreed policies for communications in the academy.

Marketing and Liaison:

- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Teaching:

- To undertake an appropriate programme of teaching in accordance with the responsibilities and duties of the role
- To teach students according to their educational needs.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and Academy subject specialism(s) are reflected in the teaching/learning experience of students.
- To ensure a high-quality learning experience for students which meets internal and external quality standards in line with teaching and learning policy.
- To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, the subject area and Academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Other Duties:

- To continue personal development as agreed at appraisal.
- To engage actively in the performance appraisal review process.
- To address the appraisal targets set by the line manager each Autumn Term.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support the Academy in meeting its legal requirements for worship.

- To promote actively the Academy's corporate policies.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality.
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies.
- To be aware of and comply with all academy and Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Following consultation with you this Job description may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

PERSON SPECIFICATION

Attributes	Description	How will these be assessed
Qualifications, Knowledge and Experience	Graduate in relevant subject and DfE recognised Qualified Teacher Status.	Application
	Successful teaching experience at secondary level (including teaching practice).	Application
	SENDCO qualification and/or evidence of CPD/experience relevant to SENDCO role and willingness to undertake further training.	Application, Interview
	Understanding of the importance of having highest expectations for all students, both of behaviour and academic achievement.	Application, Interview
	Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students, especially those with SEND.	Application, Interview
	Knowledge and understanding of national priorities and wider picture in education, particularly regarding SEND.	Application, Interview
	Experience of the EHCP process and working with outside agencies.	Application, Interview
	Extensive and outstanding teaching experience and practice.	Application, Interview
	Successful leadership experience	Application, Interview
	Experience of developing and sustaining positive relationships with students, parents, staff and the Governing Body to build consensus support and capacity.	Application, Interview
	Proven track record of managing and implementing change in relation to teaching practices and standards	Application, Interview
Skills and Abilities	Personal organisation and time management skills	Interview
	Effective oral and written communication skills	Interview
	Ability to analyse and interpret data effectively and act upon the information	Interview
	Ability to think strategically	Interview
	Ability to work within a team and manage a team	Application
	Ability to motivate and lead students and staff	Interview
	Ability to analyse issues and identify solutions	Application, Interview
	Vision and ability to manage change successfully	Application

Personal Qualities	Enthusiasm for and commitment to the achievement of the Academy's overall vision for success at all levels.	Application
	Vision to develop SEND provision within a high achieving Academy	Application, Interview
	Commitment to contributing to Academy life as a whole and willingness to be involved with clubs and community projects.	Application, Interview
	A positive approach to hard work.	Application, Interview
	A positive role model for students and staff.	Application, Interview
	Passion for teaching own subject specialism.	Application, Interview
	Enthusiastic and exceptional teacher, with a proven track record of excellent results in public examinations.	Application, Interview
	Flexible, adaptable, results orientated and able to prioritise, resilient under pressure.	Application, Interview
	Awareness of and commitment to equal opportunities and valuing diversity.	Application, Interview
	Creativity and enthusiasm to promote a positive school image to the local and national community.	Application, Interview

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 Academy policies are reflected in all aspect of his/her work, in particular those relating to:

- 1) Safeguarding children
- 2) Equal Opportunities
- 3) Health and Safety
- 4) General Data Protection Regulations (2018) and Data Protection Act (2018)

HOW TO APPLY

Apply online through the Harris Academy Sutton website (www.harrissutton.org.uk) or the Harris Federation careers website (www.harriscareers.org.uk).

For a confidential discussion about this post with the Head of Academy, more information or to arrange a visit, please contact the careers team on 0203 962 4500 or info@harrissutton.org.uk. Thank you for your interest in our school. We look forward to receiving your application.

Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

Help and Support

For our Help and Support completing your application, visit www.harriscareers.org.uk

Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Policy Statement on the Recruitment of Ex-Offenders.