

# Recruitment Pack



SENDCO

May 2026



School ready; Work ready; Life ready

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## Horizon Community College: Our Vision

The economic, cultural and social landscape of Barnsley is changing. Opportunities in further education, higher education and professional roles are increasing; opportunities for individuals to shape their own career pathways are growing; opportunities for individuals to challenge traditional socio-economic patterns are multiplying.

At Horizon Community College, our responsibility is to prepare students for this reality. We want young people to leave the College well qualified and with a unique skill set that will enable them to stand out from the crowd. We want young people to be in possession of a passport of qualifications and employability skills that will enable them to pursue exciting careers, attend prestigious universities, complete dynamic apprenticeships and play leading roles in regenerating this area and beyond.

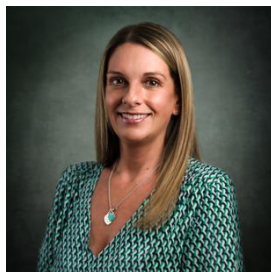
Our curriculum is tailored to the needs of and meets our ambition for each individual student. This is underpinned by the College's core values which help to prepare every student for a lifetime of success. Our Curriculum and Culture ambition:

- aims to **challenge every learner, in every lesson, every day**
- develops the character and skill set of all, through the belief that we are **'Positive Role Models'**
- ensures **opportunities for all** through our personal development and Careers and Enterprise programmes.

Successful education is also about working in close partnership with our families and the community to ensure our students succeed in each School year and are prepared for the next appropriate phase of their education. We work together to empower our students to believe that anything and everything is possible.

We heavily invest in the growth and development of our entire workforce, so they are also prepared for the next phase of their careers. We promote 'one team' working hard to support each other. We are focused on continued professional development for staff at every level.

We embed a curriculum and culture that results in Equity of Opportunity, Strong Community, High Expectations, Global Readiness and Kindness so that our students are School ready; Work ready; Life ready.



Claire Huddart  
Principal

**We are delighted that you are applying for a role at Horizon Community College, and hope that this document will inform you about how we aim to provide the very best secondary education in Barnsley and beyond.**

# STRATEGIC FOCUS

## VISION: School Ready; Work Ready; Life Ready






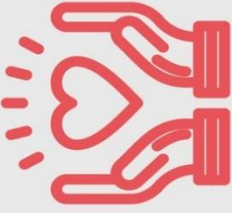
### PURPOSE

- Challenging Every Learner, in Every Lesson, Every Day
- Developing Positive Role Models
- Opportunities for All

Quality of Education		Behaviour & Attitudes			Personal Development			Leadership & Management			
Curriculum	Teaching & Learning	Assessment	Positive Attitudes	Relationships	Attendance	Identity	Engagement	Opportunity	Vision & Ethos	Safeguarding & Wellbeing	Growth & Inclusivity
<ul style="list-style-type: none"> <li>• Students access a broad, balanced, and ambitious curriculum that meets all statutory requirements.</li> <li>• Students develop sequenced knowledge and skills within each subject, supporting strong progress and outcomes.</li> <li>• Students are supported to access and appropriate curriculum that promotes equity and inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Students benefit from consistently high-quality, responsive teaching that drives sustained progress.</li> <li>• Students apply their knowledge and skills to deepen understanding, which is regularly checked and reinforced.</li> <li>• Students develop independent and metacognitive skills that prepare them for post-16 pathways and lifelong success.</li> </ul>	<ul style="list-style-type: none"> <li>• Students make strong progress, particularly towards Expected Standards at KS3 and Achievement Grades at KS4.</li> <li>• Students benefit from teaching that is informed by assessment data, enabling targeted support.</li> <li>• Students build the skills, confidence, and independence needed to prepare effectively for their GCSE examinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Student conduct is exemplified in lessons, during unstructured time and in the local community.</li> <li>• Students demonstrate a consistently positive attitude towards learning and they embody the College Core Values.</li> <li>• Positive role models are recognised and celebrated.</li> </ul>	<ul style="list-style-type: none"> <li>• Students and staff exhibit tolerance for bullying, harassment and child-on-child abuse.</li> <li>• Everyone takes appropriate action to ensure all students feel safe.</li> <li>• Relationships are based on mutual respect. Restorative practice is valued by all.</li> </ul>	<ul style="list-style-type: none"> <li>• Students value their learning time and this is reflected in their high attendance and punctuality.</li> <li>• All students, regardless of need, are supported to attend and be on time.</li> </ul>	<ul style="list-style-type: none"> <li>• Students understand how they are developing physically, mentally and socially.</li> <li>• Students take pride in what they do but also celebrate what brings them together.</li> </ul>	<ul style="list-style-type: none"> <li>• Students contribute to the benefits of college life for themselves and those around them.</li> <li>• Students support their community, charities and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Students take use of the experiences Horizon has to offer them.</li> <li>• Students are supported to make choices about their future aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>• A culture where:               <ul style="list-style-type: none"> <li>• Everyone is school ready.</li> <li>• Everyone is work ready.</li> <li>• Everyone is life ready.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A culture where:               <ul style="list-style-type: none"> <li>• Everyone feels safe.</li> <li>• Everyone feels supported.</li> <li>• Everyone feels valued.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A culture where:               <ul style="list-style-type: none"> <li>• Everyone is considered.</li> <li>• Everyone is included.</li> <li>• Everyone is developed.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Curriculum Framework &amp; Overviews</li> <li>• QoE Review Process</li> <li>• National Curriculum &amp; Exam Specifications</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching &amp; Learning Framework</li> <li>• CPD to RAISE standards</li> <li>• Evidence-based Pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment Framework</li> <li>• Accountability Measures</li> <li>• Data-driven Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Praise &amp; Rewards</li> <li>• Clear, consistent graduated consequences</li> <li>• Character in the Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Role of the Form Tutor</li> <li>• Recognise, Report, Record &amp; Refer</li> <li>• Restorative Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• SEND &amp; Wellbeing</li> <li>• Personalised Provision</li> <li>• Student Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Character Education</li> <li>• Citizenship &amp; RSHE</li> <li>• Cultural Literacy, Diversity &amp; Equality</li> </ul>	<ul style="list-style-type: none"> <li>• Student Votes for School</li> <li>• Supporting Local, National &amp; International Causes</li> <li>• Student Council &amp; Democracy in action</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment beyond the Curriculum</li> <li>• Student Ambassadors &amp; Leadership</li> <li>• Careers &amp; Enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• Governance</li> <li>• Policy &amp; Practice</li> <li>• Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Workload</li> <li>• Robust Safeguarding Practice</li> <li>• Wellbeing: Staff/students</li> </ul>	<ul style="list-style-type: none"> <li>• Staff CPD</li> <li>• Communication &amp; Engagement</li> <li>• Inclusive Practice</li> </ul>

Core Values		Pride	Respect	Kindness
Character in the Classroom	Resilience	Having a Growth Mindset	Taking Ownership of Your Learning	
British Values	Democracy	Individual Liberty	Mutual Respect and Tolerance	

# Core Values

 <p><b>ASPIRATION</b></p> <p>We aim to be the very best that we can be. We are curious, ambitious and have a strong desire to achieve.</p>	 <p><b>PRIDE</b></p> <p>We are proud to be students at Horizon. We produce work of the highest quality; we have the confidence to celebrate our success; we respect our environment.</p>	 <p><b>INDEPENDANCE</b></p> <p>We take responsibility for our success. We take control of our future.</p>
 <p><b>RESPECT</b></p> <p>We treat others the way we would like to be treated. We celebrate that everyone is different, we are inclusive, and we embrace diversity.</p>	 <p><b>RESILIENCE</b></p> <p>We never give up. We face challenges with confidence and respond positively to feedback.</p>	 <p><b>KINDNESS</b></p> <p>We are thoughtful and considerate to others. We are caring, supportive, friendly and generous in all we do.</p>

## Child Safeguarding Policy

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A Disclosure and Barring Service (DBS) check will be undertaken for the successful applicant.

The College pays full regard to DfES guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works for Horizon who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

**Please note that it is an offence to apply for a role in a school and/or working with children if you are barred from engaging in regulated activity relevant to children.**

**Please note that an online search will be carried out for all shortlisted candidates. This includes a search on the world wide web and relevant social media sites.**

Please visit: <https://horizoncc.co.uk/safeguarding/>

## Vacancy Details

**Role:** Associate Assistant Principal - SENDCO  
**Salary:** L8 to L12  
**Type:** Permanent  
**Closing Date:** Monday 18 May 2026 at 12 noon  
**To Start:** September 2026

**Interviews will take place on Tuesday 19 May 2026.**

We are seeking to appoint an experienced and highly skilled SENDCo to join the College as an Associate Assistant Principal, leading and coordinating SEND provision across the whole school.

Horizon is proud to be an inclusive setting, recognised by both our Inclusion Quality Mark Assessor and OFSTED. Inclusion sits at the heart of our ethos, and we invest significantly in ensuring that all students can thrive. You will join a well-established and highly committed SEND and Inclusion team, including a trained Assistant SENDCo, two Additional Needs Coordinators, year-group Team Leaders, dedicated Intervention Leads and a team of Learning Support Assistants.

In this strategic leadership role, you will ensure that the needs of all students with special educational needs and disabilities (SEND) are effectively identified, supported, and met across the College. This includes driving high-quality adaptive teaching, overseeing the implementation of targeted interventions, and ensuring that provision is both impactful and evidence-informed. You will lead the monitoring and evaluation of SEND provision, using robust data and practice review to secure strong outcomes for students through effective SEND plans, adaptive teaching, and well-targeted support.

The role includes a small teaching commitment, enabling you to model excellent classroom practice and ensure alignment with our Teaching and Learning Framework. We recognise the demands of meeting special educational needs, and teaching responsibilities will be carefully balanced to support your strategic impact.

Horizon is deeply committed to professional development, with a culture that places individual growth at its core. We offer a high-quality in-house programme of Continuing Professional Development for all staff, from Early Career Teachers to experienced leaders, providing excellent opportunities to develop practice and progress in your career. You will be supported by our Associate Vice Principal for Inclusion, a trained SENDCo, and will work collaboratively within the HCAT SENDCo network. This provides both support and professional challenge as we continue to refine and strengthen practice.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is an offence to apply for a role in a school and/or working with children if you are barred from engaging in regulated activity relevant to children. Online searches will be carried out for all shortlisted candidates. This includes a search on the world wide web and relevant social media sites.

We understand that you might use AI and other resources for your application; however, please ensure all information you provide is factually accurate, truthful, and original and doesn't include ideas or work that isn't your own. This is so that your application is authentically and credibly your own.

Horizon Community College reserve the right to close this advert prior to the closing date above.

## Job Description

<b>JOB TITLE: Associate Assistant Principal - SENDCO</b>
<b>GRADE: L8 – L12</b>
<b>RESPONSIBLE TO: Associate Assistant Principal – Inclusion</b>
<b>EMPLOYEE SUPERVISION: Learning Support Team Leaders, Intervention Leads, Learning Support Assistants</b>

### Purpose of Post:

- To lead on SEND provision across the college to ensure it is efficiently and effectively managed, and the legal and statutory requirements are met for students with SEND.

### Key Areas:

- Responsibility for the day to day operation of SEN provision for students and provide professional guidance in the area of SEN in order to secure high quality teaching and good or better progress for all students.
- Monitoring the quality of SEN support by establishing effective systems to identify and meet the needs of students whilst ensuring that the systems are co-ordinated, evaluated and impact assessed.

### Duties and Responsibilities:

- Take responsibility for the day to day operation of provision made by the College for students with SEN and provide professional guidance in the area of SEN in order to secure high quality teaching and good progress for all students
- Ensure the graduated response approach is embedded in day to day practice across college
- Ensure effective systems of communication, including feedback about students to inform future planning
- Monitor the quality of SEN support by establishing effective systems to identify and meet the needs of students whilst ensuring that the systems are co-ordinated, evaluated and impact assessed
- Liaise with and co-ordinate the contribution of external agencies
- Ensure that interventions are relevant and effective, implementing tracking and review procedures
- Supporting teaching and learning across the college to be inclusive to the needs of the students by implementing documentation sharing needs and quality first strategies.
- Ensure that systems are in place to review documentation in a timely manner.
- Lead on inset regularly and where appropriate; this may include chairing and being a part of working parties
- Provide opportunities for observation of colleagues/visits to other schools in order to share best practice
- Collect and interpret specialist assessment data gathered on students and use to inform practice
- Work with students, subject leaders, form tutors with pastoral responsibilities to ensure reasonable adjustments are in place for SEND students
- Participate in staff training
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum
- Oversee and monitor the quality of Intervention plans and maintain detailed information for subsequent meetings with parents
- Develop systems for colleagues to monitor and record progress made by students with SEN towards the achievement of targets

- Review support plans with parents, students, teachers and agree and communicate new targets
- Meet statutory responsibilities for EHCPs and their Annual Review
- Lead the Annual Review meetings for students with an EHCP
- Ensure Exam access arrangements are in place for students with identified needs
- Liaise with the person responsible for work experience regarding work placements for SEN students
- Lead and manage all staff within the SEND department
- Advise the Principal and Principal's Team on all staffing matters within the department
- Appraise departmental colleagues as allocated on an annual basis
- Encourage all staff to recognise and fulfil their statutory responsibilities
- Identify the training needs of staff and organise/coordinate INSET
- Ensure the establishment of opportunities for Learning Support Assistants to review the needs, progress of students with learning difficulties
- Draw up the annual department budget and annual departmental development plan
- Lead on effective deployment of Learning Support Assistants to support students with SEN
- Organise and co-ordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT
- Develop links with Governor's, the Local Authority and Partnership schools
- To comply with policies and procedures relating to the SEN Code of Practice, safeguarding, health and safety, security, confidentiality and data protection etc.

**The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.**

## Employee Specification

When filling in the application form, please demonstrate with clear, concise examples how you would meet the requirements of the post. You will be assessed in relation to the Essential and Minor criteria. Please bear in mind that you must possess the Essential Criteria on day 1 to be able to do the job. If there are large numbers of applications for the post then all of the criteria will be used for shortlisting. Under the Disability Discrimination Act (DDA), we recognise and welcome our responsibility to remove any barriers in our recruitment and selection process. We have tried to assess this in our Job Description and Employee Specification, however if you feel that there are barriers, please tell us in the application form. As part of the DDA, we are committed to making reasonable adjustments, wherever possible and it would help us to know your needs in order to do this.

Attributes	Criteria	How Identified (either Application Form or Interview)	Rank (Essential/Desirable)
<b>Relevant Experience</b>	Experience of Senior Middle Leadership relating to Inclusion/SEND within a Secondary school context	Application form/interview	Essential
	Experience of teaching learners with additional needs	Application form/interview	Essential
	Experience of leading teams of learning support staff	Application form/interview	Essential
	Experience of leading SEND Reviews, Annual Reviews and supporting families in Mediation and Tribunal processes	Application form/interview	Essential
	Experience of working with families of students with additional needs	Application form/interview	Essential
	Experience of implementing and reviewing the impact of intervention	Application form/interview	Essential
	Experience of coordinating support plans – including the setting of SMART targets	Application form/interview	Essential
	Experience of managing behaviour and attendance, including the setting of targets and monitoring performance of learners with additional needs	Application form/interview	Essential
	Experience of working across multi-agency boundaries and successfully engaging with other agencies	Application form/interview	Essential
	Experience of leading on Teaching and Learning initiatives	Application form/interview	Essential

	Experience of delivering professional development	Application form/interview	Essential
	Experience of implementing quality assurance processes	Application form/interview	Essential
<b>Education and Training Attainments</b>	Qualified teacher	Application form/certificates	Essential
	National Professional Qualification for SENCOs (NPQ SENCO) or equivalent qualification (depending on when training was completed)	Application form/interview	Essential
<b>General and Special Knowledge</b>	Knowledge of inclusive practice and strategies relating to learners with additional/special educational needs within schools and the wider community with reference to the relevant research, guidance and legislation	Application form/Interview	Essential
	Strong knowledge of implementing the graduated approach	Application form/interview	Essential
	Broad knowledge of the College curriculum at both Key Stages	Application form/interview	Essential
	Knowledge of how ICT can support and enhance learning particularly in engaging students with additional or special needs	Application form/interview	Essential
	Broad knowledge of curriculum models and initiatives for engaging students with additional or special needs	Application form/interview	Essential
	An in depth knowledge of learners' needs and how to support these, where a student has an identified and diagnosed needs	Application form/interview	Essential
	In depth knowledge of safeguarding issues and ability to operate effectively within child protection procedures	Application form/interview	Essential

	An in depth knowledge of learners' needs and how to support these, where they have a physical disability	Application form/interview	Essential
<b>Skills and Abilities</b>	Ability to translate into best practice up to date research and guidance relating to inclusion and SEN	Application form/interview	Essential
	Ability to work in partnership with external agencies	Application form	Essential
	Ability to work on own initiative and prioritise work to given deadlines.	Application form/interview	Essential
	Ability to provide high quality service within the constraints of the College budget for SEN	Application form/interview	Essential
	Excellent written and verbal communication skills.	Application form/interview	Essential
	Ability to work accurately and methodically under pressure.	Application form/interview	Essential
	Able to develop positive working relationships with a range of stakeholders and to inspire, motivate and lead	Application form/interview	Essential
	Ability to respect and maintain confidentiality.	Application form/interview	Essential
	Ability to work individually and as part of a team.	Application form/interview	Essential
	Commitment to the safeguarding and promotion of the welfare of young people.	Application form/interview	Essential
	Ability to maintain appropriate relationships with staff and students	Application form/interview	Essential
Ability to deal appropriately with a range of sensitive issues.	Application form/interview	Essential	
<b>Additional Factors</b>	A willingness to take part in training and development opportunities as required.	Application form	Essential

## The Application Process

Please read the Guidance Notes for Applicants before completing an application form.

The candidates selected for interview will be informed after shortlisting and full details of the interview process will be provided.

**This is an exciting and rewarding role and we look forward to receiving your application.**

For more information about working at Horizon and the fantastic benefits we offer our staff please visit [Working at Horizon](#).

Should you wish to discuss the role further please contact us on 01226 704230.