



Devonport High School for Girls

Opportunity - Nurture - Achieve



Information Pack

Associate Senior Leader – Inclusion (SEND/CO)
(Full Time, Permanent)

Dear Applicant



Thank you for your interest in the position of an Associate Senior Leader – Inclusion (SEND/CO) at Devonport High School for Girls (DHSG). I am very proud to be the Head Teacher here in a school where the staff and I value each and every young person as an individual and support them on their journey into adulthood. At Devonport High School for Girls, our mission is to ensure that all of our students receive an exceptional educational experience, through a wealth of opportunities within a nurturing environment, leading to outstanding achievements. This is an exciting time to join our school on our continuing journey to fulfil our mission.

Our teachers, support staff and Trustees are all committed to the DHSG mission and strive to ensure that it becomes a reality for our students. DHSG has a long tradition of excellence and was founded in 1908. We are proud of our history, but our main focus is looking to the future. We are a 21st century grammar school, whilst retaining the best academic traditions.

We are a highly successful and oversubscribed 11-18 selective grammar school and one of the country's highest performing state schools. Our students are absolutely fantastic and we value our staff here, and as such have sensible policies and systems in place.

In this applicant information pack, you will find a Job Description, and information on how to submit your application.

If you have the energy, skills and motivation to join us and make a difference, I would welcome an application from you. If you would like an informal conversation over the telephone or a visit to look around prior to applying, please get in touch.

Yours faithfully,

L. J. Sargeant
Head Teacher

The City

Plymouth is the largest city south west of Bristol, with a population of approximately 260,000. Located overlooking one of the world's finest natural harbours, it is a city with a proud history.

Recent years, have seen Plymouth develop further as a cultural as well as a commercial, industrial and tourist centre. The city is served by a very active Arts Centre, the Theatre Royal, Plymouth Pavilions and the Life Centre - one of the country's leading sporting venues. Plymouth is also home to the University of Plymouth and Plymouth Marjon University. There are regular ferry services to Roscoff, France and Santander, Spain. The Devon Expressway (A38) links Plymouth to the national motorway system and the intercity rail journey to London takes approximately three hours.

Plymouth has developed very strong twinning links with cities in Russia (Novorossiysk), Spain (San Sebastian), France (Brest), Poland (Gdynia) and Massachusetts, USA (Plymouth). There are also extensive educational links with many more towns and cities.

Click and open the hyperlink in the image to find out why Plymouth is such an attractive city.



The School

Devonport High School for Girls was established in 1908 and is situated on a lovely green site overlooking Plymouth's Central Park, approximately two miles from the city centre. It is an 11-18 selective girls' grammar school and became an Academy in April 2011.

There are approximately 960 students on roll, including around 225 in the Sixth Form. Students come from Plymouth and the surrounding counties of Devon and Cornwall.

The school is part of The Link Partnership (TLP) with four other schools in the city in order to extend curriculum provision for students in the Sixth Form.

As well as its strong international links, Devonport High School for Girls has gained a reputation for academic excellence, which helps launch its students on their chosen career paths. The work ethic in the school is very strong and staff are deeply committed to their teaching.

The school places a strong emphasis on developing the whole person and as part of this commitment organises a broad range of enriching extra-curricular opportunities and a comprehensive programme of field visits, with opportunities for students to travel abroad.

The staff of approximately 100 teaching and support staff (a mixture of full-time and part-time employees) are led by the Senior Leadership Team, which consists of the Head Teacher, Director of Finance and Resources, Deputy Head Teacher and four Assistant Head Teachers. From September 2026, this will also include six Associate Senior Leaders (SENDCO and five Heads of Faculty).

Why work at DHSG?

We Value Our Staff!

We value our staff and do this by having sensible policies and clear systems in place.

We do not expect staff to write endless feedback to students. We do not do WWW or EBI but let departments decide what is best for students. You will not be expected to attend pointless meetings. We value CPD time and to that extent have frequent department time.

We do not grade lessons or have formal observations. We have developmental drop ins which give immediate constructive feedback.

We value our future leaders, and we invest in the talent development of our staff. Access to internal leadership CPD, SLT secondments and other opportunities are in place for staff. Students are exceptionally well behaved here, so you will not waste time sorting out behaviour. You can just teach.

Do you want to work in a school...

- That has significantly improved results, year on year and the best in the city and region?
- Where the teacher is valued as the expert?
- That has an excellent student culture of respect, manners and hard work?
- That takes workload seriously? That has a clear workload charter, has a rational approach to marking? That restricts email use at weekends and during holidays and does not see 1265 as a target to meet?
- Free tea, coffee and milk for all staff.
- Regular socials organised by the social committee for staff.
- End of term food provided for staff (Bacon Rolls, End of Year BBQ).
- We have a 2 week half term in October/November and do not expect staff to be in for this. We do not make up the time elsewhere either, by having longer days or extra days in the summer term.
- Offer staff a free lunch for running a club?
- Can take PPA at home;
- That values its staff and has a strong approach to CPD?
- Allows departments autonomy over curriculum and planning?
- Offer time off in lieu for staff that give up time to run after school revision sessions?
- Where the staff are fully behind our ambition for excellence?
- That is values-driven, wanting the very best for the students?
- Where people feel valued, and morale is high across the school?

If the answers are yes to the above, then this school is for you.

Job Description: Associate Senior Leader – Inclusion (SENDCO)

	<p style="text-align: center;">DEVONPORT HIGH SCHOOL FOR GIRLS JOB DESCRIPTION</p> <p style="text-align: center;">Associate Senior Leader – Inclusion (SENDCO)</p>
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Post Title	Associate Senior Leader – Inclusion (SENDCO)
Purpose	<ul style="list-style-type: none"> • To be a member of the Senior Leadership Team and to assist the Head Teacher in leading and managing the school in order to achieve its stated aims. • To take a proactive role in the development and implementation of the strategic plan for the school. • To lead the Inclusion team and ensure the strategic development of the School's Special Educational Needs (SEND) provision, in line with the Code of Practice, Plymouth LA and School Policies. • To carry out the role of SENDCo in order to support the strategic and operational management of pupils with special educational needs and disabilities. • Manage and be responsible for the day-to-day operation of the Inclusion Department, with the aim of contributing to the raising SEND student standards, progress and outcomes. • To ensure the quality of teaching and learning for SEND – Support and EHCP pupils is excellent.
Reporting to	<ul style="list-style-type: none"> • Deputy Head Teacher
Responsible for	<ul style="list-style-type: none"> • Line Management of selected Heads of Department, SEND provision.
Liaising with	<ul style="list-style-type: none"> • Senior Leadership Team, Teaching Staff, Student Support Team, Parents/Carers, Trustees and outside agencies
Working Time	<ul style="list-style-type: none"> • 195 days per year. Full time.
Salary/Grade	<ul style="list-style-type: none"> • L4-7
Disclosure level	<ul style="list-style-type: none"> • Enhanced
Teaching Commitment	<ul style="list-style-type: none"> • To be discussed and decided based on subject, but will not exceed 5 periods per week.

GENERAL LEADERSHIP STANDARDS	
Qualities and Knowledge	<ol style="list-style-type: none"> 1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students they serve. 2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community. 3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of

	<p>those around them.</p> <p>4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.</p> <p>5. Work with political and financial astuteness, within a clear set of principles centred on the School's vision, ably translating local and national policy into the school's context.</p> <p>6. Communicate compellingly the School's vision and drive the strategic leadership, empowering all students and staff to excel</p>
Students and Staff	<p>1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.</p> <p>2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.</p> <p>3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.</p> <p>4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.</p> <p>5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.</p> <p>6. Hold all staff to account for their professional conduct and practice.</p>
System and processes	<p>1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.</p> <p>2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.</p> <p>3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.</p> <p>4. Welcome strong governance and actively support the Trustees to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the SLT / Head Teacher to account for student, staff and financial performance.</p> <p>5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.</p> <p>6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.</p>
The self-improving school system	<p>1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.</p>

	<p>2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.</p> <p>3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.</p> <p>4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.</p> <p>5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.</p> <p>6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.</p>
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SPECIFIC DUTIES RELATED TO THE ROLE

- Manage and be responsible for organising and overseeing the Learning Support provision across the School, in line with the Code of Practice, Plymouth LA and School Policies.
- Manage and be responsible for the reviews of Statements/EHCP of Special Educational Needs ensuring statutory requirements are met.
- Manage and be responsible for the delivery of Learning Support provisions across the School, including HLTA/TA, Nurture Base Manager timetabling, and be available for advice on a range of teaching styles and good practice.
- Manage and be responsible for alternative provisions to ensure appropriate support for specifically identified SEND pupils.
- Identify pupils who qualify for access arrangements. Carry out full educational assessments, compile comprehensive reports and instruct HLTA/TAs to apply officially through the appropriate route, keeping to strict deadlines.
- Carry out Access Arrangement Testing for specific pupils, identified as requiring extra support.
- Manage, oversee and be responsible for the spending of the Learning Support budget to ensure effective and cost-efficient delivery of support for SEND pupils across the School.
- Manage and be responsible for the development of alternative provisions.
- Manage and be responsible for organising and overseeing the development of the SEND Register for pupils with Learning Difficulties and Disabilities.
- Ensure the statutory/appropriate support is in place for SEND pupils across the School, including those with English as an Additional Language (EAL).
- Liaise with Student Support Team, including Heads of House and Student Support Officers to ensure provision is in place pupils with SEND needs and/or behaviour issues. E.g. At Student Welfare Team Meetings. Ensure parents are informed and the appropriate statutory provision is in place.
- Liaise with outside agencies, such as the Educational Psychologist, to support SEN pupils. To be the lead professional where appropriate at Early Help and TAC meetings, where identified concerns are linked to SEND needs.
- Manage and be responsible for taking the lead on EHCP requests.
- Collaborate with the SLT to ensure effective provision across the School, in order to raise outcomes for SEND pupils.
- Manage and be responsible for the programme of transition for vulnerable/SEN pupils across the year groups.

- Liaise with Examinations Officer to ensure access arrangement for pupils in need across the School are in line with National guidelines.
- Be responsible for updating annually, the SEND Policy, SEND Information Report and Local Offer. Manage and be responsible for the liaising with parents of children with SEND, when appropriate.
- Analyse external examination results producing a written evaluation of the performance of pupils with SEND.
- Produce development plans in line with School improvement planning policies.
- Track the progress of SEND students, using data, and intervene appropriately.
- Manage and be responsible for the Appraisal of HLTAs and TAs.
- Maintain up to date knowledge of current issues relating to learning support
- Assist the Headteacher and Trustees with the production of evidence needed for any policy changes related to SEND.
- Manage and be responsible for CPD for all Inclusion staff for Non Pupil Evenings/Days, liaising with the Deputy Headteacher and Assistant Headteacher responsible for CPD. Also, run training for teaching staff with regards to providing support for SEND students in the classroom, and review and monitor the effectiveness of this continually.
- Access external funding where available to support Inclusion provisions.
- Attend leadership meetings as identified in the School calendar. Represent the Headteacher/The School at appropriate external meetings/forums.
- Train and support the induction of staff and pupil teachers on SEND.
- To be proactive in keeping up to date with SEND pupils who are open to Children's Services.
- Undertake tasks as required by the Deputy Headteacher/Headteacher to ensure the efficient and effective running of the Inclusion Department and the School.

Line Management Responsibilities*

- HLTA/TAs
- Nurture Base Manager

*subject to change

Other General Responsibilities

- To support whole school activities e.g. Speech day, Carol concert.
- To engage actively in the performance review process.
- To undertake any other duty as specified by STPCB not mentioned in the above.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a leader to undertake work of a similar level that is not specified in this job description.
- The school 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.

This job description is current at the date shown but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Signed: Post holder	Date:
Signed: Head Teacher	Date:

SEND at DHSG

At DHSG we strive to ensure that everyone has an equal opportunity to fully engage in the whole curriculum. This is part of our overall mission statement and values.

The aims of our SEND provision at DHSG are as follows:

- To adopt a whole school graduated approach to SEND in which responsibility for students with SEND lies with all members of staff.
- To ensure that all students have access to a broad, balanced and challenging curriculum that is suitably differentiated to meet their needs .
- To provide opportunity for all students to achieve their highest possible level of success in a supportive learning environment.
- To promote equal opportunities for all students .
- To foster the highest levels of self-esteem amongst all students .
- To fulfil the requirements of the 2014 Special Educational Needs Code of Practice.

The Inclusion department consists of a purpose build area, which is equipped with offices and breakout rooms. The main room is called the 'Nurture Room' and is staffed by a Nurture Room Manager, who works on intervention programmes with students with SEND. There is also a HLTA and a TA who provide support for students. From September there will be an additional member of staff supporting with the provision of SEND across the school. There is a nominated Trustee for SEND.

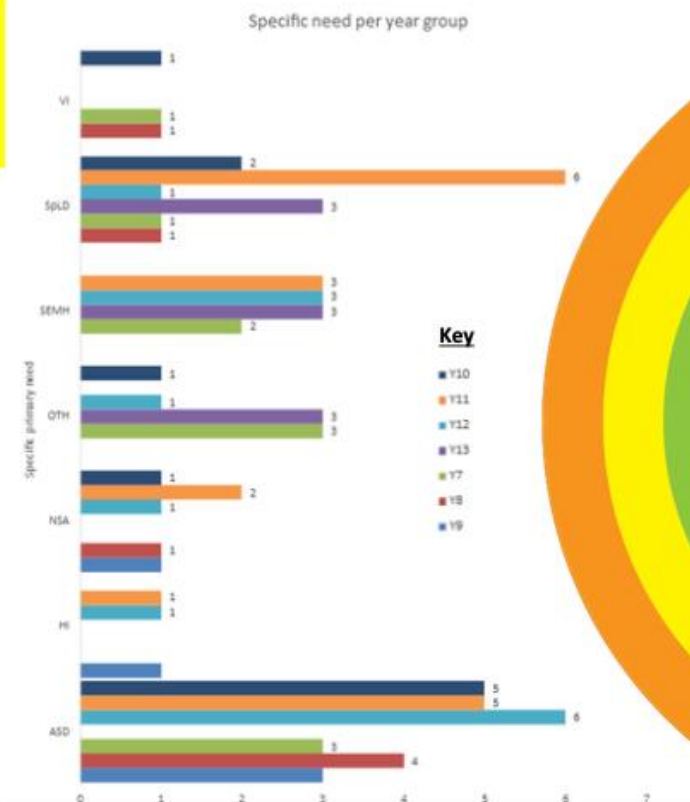
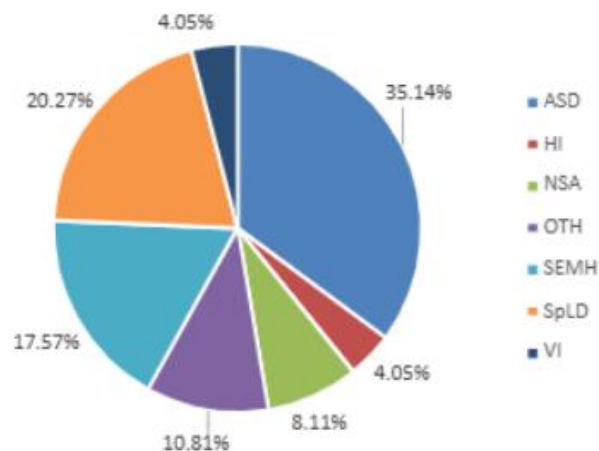
Over the page you will find more information about the SEND profile at DHSG.



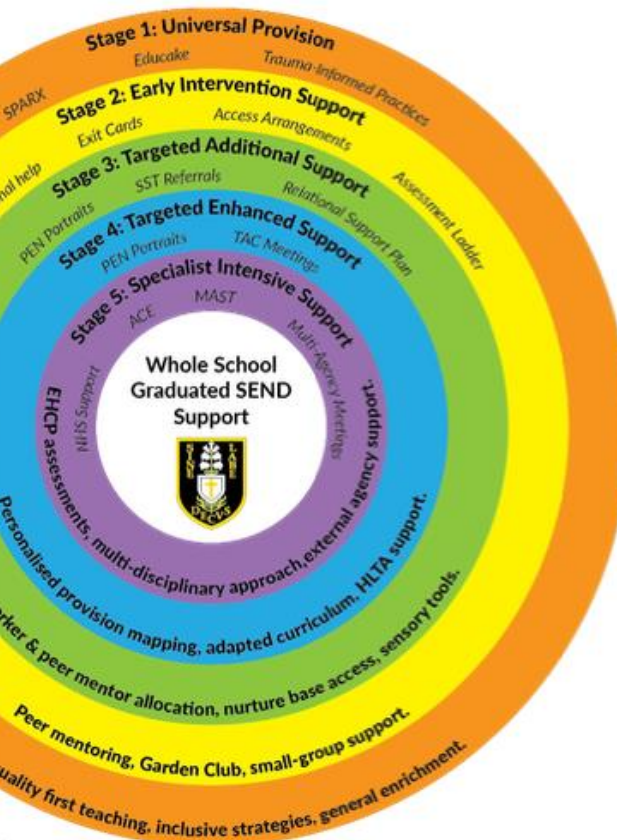
SEN in a nutshell at DHS

- 74 SEN register (formal diagnosis & Level 3 above) generally
- 52 Monitoring register (mainly stages 1 & 2)
- 126 total (increase on last report)
- Breakdown of numbers per stage (roughly)
 - Stage 1 – 914 students
 - Stage 2 – 80 students
 - Stage 3 – 33 students
 - Stage 4 – 7 students
 - Stage 5 – 6 students

percentage Specific SEN -



Key	
Initials used	Meaning
K	SEN Support
E	EHCP in place
SPLD	Specific Learning Difficulties
MILD	Mild Learning Difficulties
SLD	Severe Learning Difficulties
PMLD	Profoundly moderate Learning Difficult
SEMH	Social & Emotional Mental Health
SLCN	Speech, language and Communication Needs
ASD	Autistic Spectrum Disorder
VI	Visual Impairment
HI	Hearing Impairment



*More details and strategies can be found on the SEN file, this is a summary

Initials used	Meaning
MSI	Multisensory Impairment
NSA	No Specific Assessment
OTH	Other
PD	Physical disability
ASC	Autistic Spectrum Condition
ADHD	Attention Deficit Hyperactivity Disorder
PTSD	Post Traumatic Stress Disorder
C and L	Cognition & Learning
C and I	Communication & Interaction
S and P	Sensory and Physical
PEN	PEN portrait exists

How to apply

All applications for employment should be made by completing the school's application form, which can then be submitted by post to the school address or by email to recruitment@dhsg.co.uk. The form can be downloaded from the 'Staff Vacancies' section of the website at www.dhsg.co.uk. Please note that CVs are not accepted.

Applications for this vacancy must be received by **9am on Monday 2 February 2026**. Interviews are expected to take place on **Friday 6 February 2026**.

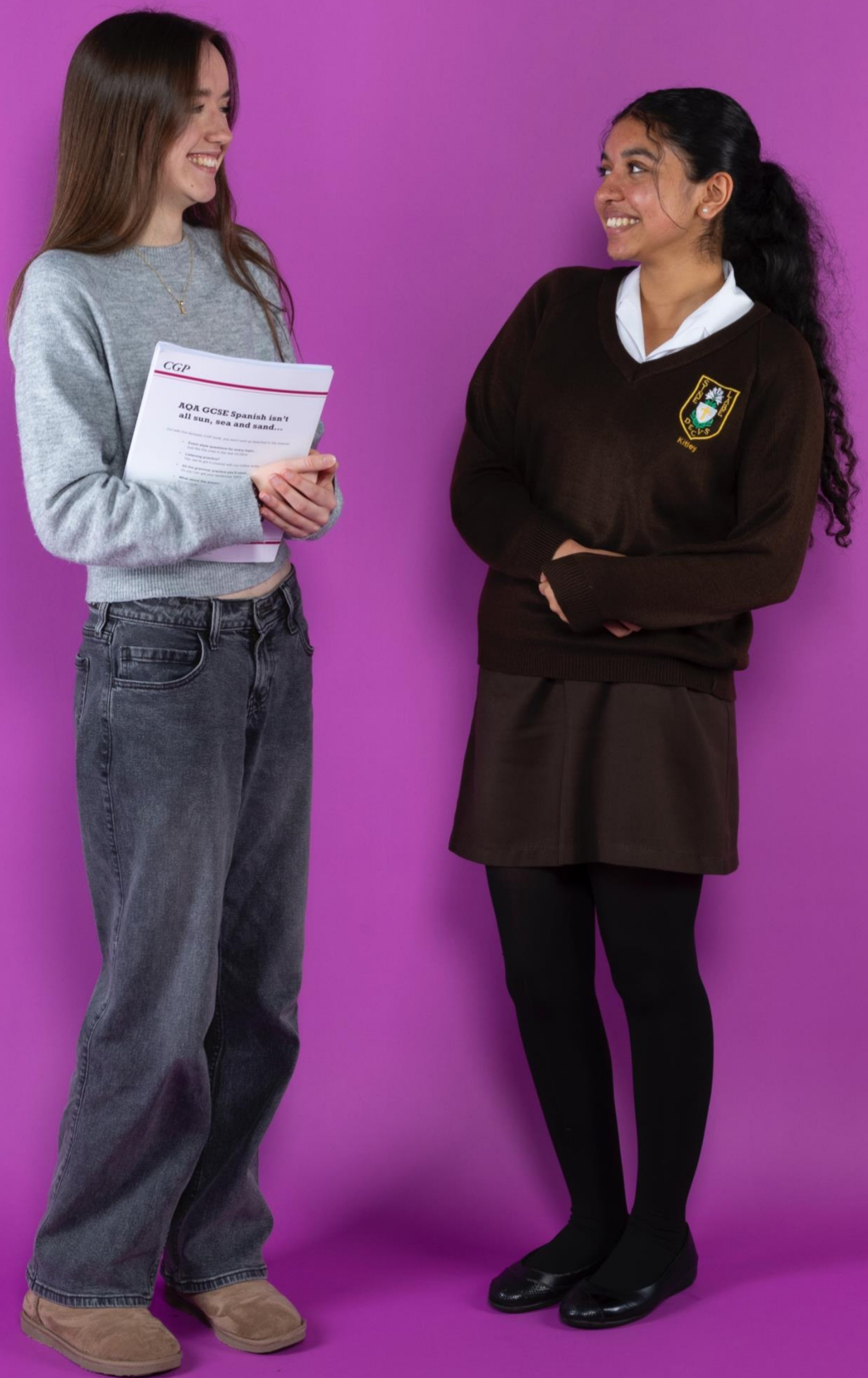
If you would like to visit the school or have an informal, confidential discussion about the role, please contact:

Mrs P Hockedy
Personnel Assistant
Devonport High School for Girls
Lyndhurst Road
Peverell
Plymouth
Devon
PL2 3DL

T: 01752 705024

E: recruitment@dhsg.co.uk





Devonport High School for Girls School Trust (established on 01 April 2011), known as Devonport High School for Girls, is an exempt charity. The trust is a company limited by guarantee and registered in England. Company No: 7556657.