



DIRECTOR OF STUDENT SUPPORT (SEND)

Teaching Staff Role

TLR1a

Candidate Information Pack
01 June 2026

Welcome from the Chief Executive



Welcome and thank you for your interest in joining our team. It is with great pleasure and enthusiasm that I introduce you to the **Providence Learning Partnership** and our lead institution, **Durham Sixth Form Centre**.

Providence Learning Partnership is a forward-thinking Trust established with a clear mission: transforming lives through education. Our Trust prioritises excellence in teaching and learning, recognising the uniqueness of each student in celebration of diversity and inclusion. Working collaboratively, we embrace expertise and innovation, contributing to the North East of England through the cultivation of lifelong learners. While our roots are firmly planted in the success of Durham Sixth Form Centre, we are currently in an exciting period of growth. We are working closely with the Department for Education and Durham University to establish the Durham Mathematics School - a specialist city-centre provider for A Level mathematicians, scientists, and computer scientists - with further announcements expected in the coming months durham-mathematics-school.org.uk.

Our Lead School: Durham Sixth Form Centre

As Principal of Durham Sixth Form Centre, I am immensely proud of our standing as a large, "outstanding" post-16 provider. With approximately 1,800 students drawn from over 60 secondary schools across the region, we operate as a "mini-university" in the heart of Durham City. Our campus blends history with innovation, from our original 1913 building to our science wing, 200-seat theatre, state-of-the-art Digital Media Centre, and on-site Art Gallery.

Our results consistently place us among the top providers nationally. In 2025:

- **A Levels:** A* and A*-B grades continue to be higher than the national average which correlates in an above average value added score.
- **Applied General:** Attainment is ranked in the top 2% nationally, with 93% of students achieving Distinction* or Distinction grades.

Our Values

At the heart of our Trust is a commitment to the whole person. Whether through our Trust Development Plan or our daily interactions, we are guided by four core values:

- **High-quality, inspirational teaching and learning.**
- **Excellent support, care, and guidance.**
- **Personal and professional integrity.**
- **Ambition and progress** for our students, our communities, and ourselves.

We recognise that an exceptional educational experience is only possible through the dedication of our staff. This is why we prioritise professional growth, achieving Investors in People Platinum [and Employer of Year 2025] and CPD Mark accreditation. As noted in our most recent full Ofsted inspection, we have established a culture where students and staff alike flourish in an environment of high expectations and personal excellence.

Join Our Journey

We are looking for individuals who are energetic, passionate about post-16 education, and eager to contribute to a collaborative mission. If you have the skills and aptitude to help us shape the future of post-16 education, based in Durham City, we would welcome your application.

I am excited about the possibilities that lie ahead and look forward to the potential of working together.

Ellen Beveridge
Principal, Durham Sixth Form Centre
Chief Executive, Providence Learning Partnership

Welcome to the Team

Thank you for your interest in the role of **Director of Student Support (SEND)** at Durham Sixth Form Centre, which has arisen due to the retirement of the longstanding current post holder. This is an exciting opportunity to lead a dedicated, forward-thinking team that sits at the very heart of our school community.

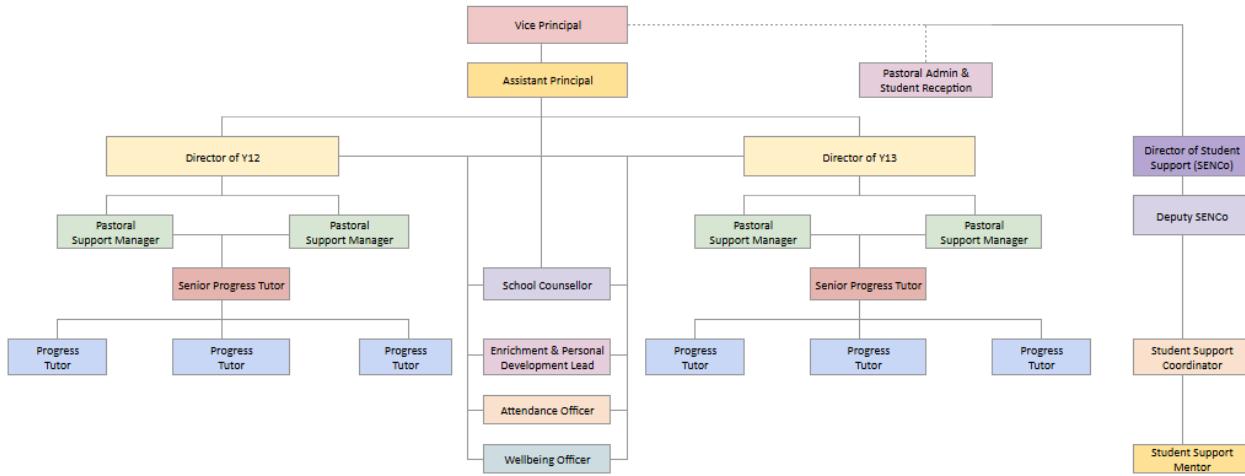
The **Director of Student Support** is a pivotal role at Durham Sixth Form Centre, occupying a strategic position within Senior Middle Leadership. As a lead professional and role model, the **Director of Student Support** embodies the school's values and ambitions, fostering a culture of exemplary behaviour and mutual respect. They are directly accountable for student support and holistic development, leading by example through exceptional professional conduct. By setting high expectations, they champion a diverse and inclusive environment where every student can thrive.

At Durham Sixth Form Centre, we are defined by our commitment to excellence, but we recognise that for many students, achieving that excellence requires more than just high-quality teaching - it requires a supportive, inclusive and empowering environment. As a **Director of Student Support**, you will play a lead role in creating and nurturing that environment in order to ensure all students flourish.

The **Director of Student Support** works collaboratively with teachers, the Pastoral team, the Progression team, the Health and Wellbeing team, Academic Mentors, parents/carers and external agencies to remove barriers to learning that might otherwise prevent a young person from reaching their full potential.

As the **Director of Student Support**, you will be leading a collaborative hub of professionals who believe that every student, regardless of their additional needs or background, deserves an educational experience that is both ambitious and accessible. You'll need excellent communication and organisational skills, a strong understanding of the needs of young people and the resilience to respond to the fast-paced, ever-changing demands of sixth form life and post-16 students.

Our team is currently structured in the following way:



We offer a supportive and inclusive working environment, ongoing professional development, and the opportunity to play a key role in shaping the future with our students. If you are passionate about supporting young people and want to be part of a team that genuinely values care, high standards and ambition, we would love to hear from you.

Thank you for considering this role at Durham Sixth Form Centre. We look forward to learning more about you and hopefully welcoming you to our team. We would strongly encourage candidates interested in this role to visit us in advance and apply early. Should you wish to discuss this role further, or to arrange a visit, please do not hesitate to contact me directly.

Best regards,
Lee Bone
Vice Principal
lee.bone@durhamsixthformcentre.org.uk

The Role

JOB TITLE	Director of Student Support (SEND)
CONTRACT TYPE	Permanent - School Teachers' Pay & Conditions
HOURS	Full time
GRADE	MPS/UPS plus TLR 1a
SALARY	Main £32,916 to Upper £51,047 (plus £10,173)
START DATE	01 June 2026

ADVERT

We are looking to recruit an exceptional **Director of Student Support (SEND)** to join our outstanding sixth form team, part of the Providence Learning Partnership, where unwavering support, care and guidance for our post-16 learners is at the heart of everything we do. This is an incredible opportunity to lead a dedicated specialist team in championing the holistic success and personal growth of our SEND students, empowering students to overcome barriers to learning and achieve successful transitions into meaningful adulthood and post-18 destinations.

What Makes This Role Exciting?

- **Strategically Lead a Specialist Team:** Oversee, coordinate and quality assure the work of a dedicated team of professionals, including the Deputy SENCo, Student Support Coordinator and Student Support Mentors.
- **Champion the Success of Students with Additional Needs:** Take strategic responsibility for the academic achievements, progress and retention of all students with SEND, utilising data to monitor outcomes and implement bespoke interventions at regular intervals.
- **Drive Inclusive Excellence:** Lead the 'frontline' of inclusion by providing expert guidance to teaching staff on Quality First Teaching and curriculum accessibility, ensuring every learner can settle quickly and thrive in sixth form life.
- **Manage Statutory Duties:** Strategically lead the implementation of the SEND Code of Practice, overseeing the development and statutory review of Education, Health and Care Plans (EHCPs) and Student Profiles to ensure they are of the highest standard.
- **Safeguard and Nurture:** Play a vital role in supporting the safeguarding of students with additional needs, ensuring that robust protocols are followed.
- **Forge Partnerships:** Build collaborative relationships with parents/carers, and a wide range of external agencies, including health and social care services, to support students in their transition to adulthood and meaningful post-18 destinations.

We are looking for someone who:

- Demonstrates exceptional planning, organisation and time management skills.
- Is able to inspire and challenge both students and colleagues to achieve excellence.
- Has the highest expectations of themselves and others, particularly regarding student outcomes and professional conduct.
- Exhibits outstanding interpersonal and communication skills, with a proven ability to collaborate effectively with a diverse range of stakeholders.
- Models the values, ethos, and vision of the organisation in pursuit of excellence and equity.
- Possesses a strong understanding of the SEND Code of Practice and the statutory frameworks governing post-16 education.
- Is a passionate advocate for inclusion, committed to removing barriers to learning and ensuring that every student has the support needed to reach their fullest potential

Why choose us?

- Be a part of an Investors in People: Platinum [Employer of the Year 2025] organisation.
- We are a flourishing high-performing sixth form where students achieve and exceed their potential.
- Be part of a team that's ambitious, supportive, and driven by purpose.
- Benefit from personalised CPD, leadership coaching, and genuine career progression.

Join Durham Sixth Form Centre as Director of Student Support (SEND). Lead and inspire the next generation of post-16 students in a nationally recognised, high-performing sixth form. We are located in the heart of Durham, just 20 minutes from Sunderland and 30 minutes from Newcastle city centre.

Please remember: This position is subject to being closed early so don't hesitate to get in touch.

Job Description

Teaching and Learning Responsibilities (TLR) are awarded to teachers who undertake a sustained additional responsibility in line with the School's Staffing Structure and are in addition to the expectations of the post-holder to fulfil their teaching duties as outlined in the generic job description for MPS/UPS teachers at the school (available separately).

KEY AREAS OF RESPONSIBILITY

1. Strategic Leadership of SEN

- Provide strategic and operational leadership of SEND across the school, setting a clear vision and creating a culture of excellence and inclusion.
- Lead the design, implementation and evaluation of the school's SEND strategy and policy, in collaboration with the Senior Leadership Team and Governors.
- Directly line-manage the Student Support Team, providing guidance, support and accountability.
- Provide robust challenge and support to ensure colleagues are accountable for inclusive practice and positive outcomes for SEND students.
- Ensure the school is fully prepared for Ofsted inspections, ESFA audits and other external evaluations.
- Lead transition arrangements for SEND students (Y11 and Y13) and oversee EHCP requests.
- Serve as the primary contact for SEND students, parents/carers, external agencies and the local authority.
- Maintain accurate SEND records, including registers, provision maps, EHC plans and student profiles.
- Oversee the allocation of the school's delegated SEND budget and resources, including leading applications for High Needs Funding, with the Finance Manager.

2. Raising Standards & Monitoring SEN Outcomes

- Monitor and evaluate progress and outcomes for SEND students, using data to inform planning and continuous improvement.
- Implement, lead and evaluate targeted interventions to ensure they effectively meet SEND student needs.
- Set, review and support achievement of individual targets for SEND students, ensuring personalised and aspirational goals.
- Analyse SEND performance data and update the Student Support Improvement Plan with appropriate actions.
- Produce reports on SEND outcomes and intervention effectiveness for SLT and governance purposes.

3. Professional Development & Pedagogy

- Keep up to date with national research, guidance and best practice in SEND and inclusion, applying it to whole-school pedagogy.
- Identify staff training needs and deliver professional development sessions to strengthen inclusive practice and Quality First Teaching.
- Provide coaching, mentoring and guidance to staff to embed evidence-informed approaches in classrooms.
- Promote a reflective culture of continuous improvement, ensuring high-quality teaching and learning for all students with SEND.

4. Access Arrangements & Exam Support

- Lead, with the Student Support Coordinator, the identification, assessment and implementation of exam access arrangements in line with JCQ regulations and awarding body guidance.
- Ensure robust evidence is gathered, recorded and reviewed to support access arrangement applications.
- Work closely with teaching staff, the Examinations Manager, and parents/carers to ensure students receive timely and appropriate support.
- Monitor and review the effectiveness of access arrangements, ensuring ongoing compliance and student suitability.
- Collaborate with SLT and Governors to meet statutory responsibilities under the Equality Act 2010.

5. Holistic Development & Preparation for Adulthood

- Promote the personal, social and emotional development of SEND students, supporting resilience, confidence and wellbeing.
- Facilitate enrichment opportunities and extracurricular activities to broaden experiences, interests and life skills.
- Develop programmes that equip SEND students with essential skills for independence, employability and preparation for adulthood.

- Support students in setting and achieving aspirational goals, fostering self-advocacy, decision-making and thriving in future pathways.
- Collaborate with staff, families and external agencies to ensure smooth transitions to further education, training or employment.

6. **Safeguarding & Compliance**

- Act as a key safeguarding advocate for SEND students, ensuring concerns are identified early, reported appropriately and addressed in line with statutory policies.
- Ensure compliance with the SEND Code of Practice, Equality Act 2010 and other statutory requirements.
- Lead meetings with parents, staff, students and external agencies to coordinate effective, student-centred support.
- Prepare and review required publications and reports, including website content, as necessary.

7. **Additional duties and responsibilities (common among TLR holders);**

- Undertake an appropriate programme of teaching in accordance with the duties of a main professional scale or post-threshold teacher.
- Monitor and evaluate the Student Support Team and SEN provision in line with agreed school procedures including evaluation against quality standards and performance criteria.
- Ensure effective induction of new staff in line with school procedures.
- Participate in the school's ITT programme, if and when advised by the appropriate member of the SLT.
- Participate in appraisal as a team leader to help build, communicate and implement a shared vision.

UPHOLD THE PROFESSIONAL STANDARDS OF THE SCHOOL BY:

- Being a role model to students through personal presentation and professional conduct.
- Attending staff meetings and briefing, as required.
- Arriving at sessions, on or before the start, and to begin and end on time.
- Being familiar with Trust and school handbooks, policies and protocols.
- Striving for personal and professional development through active involvement in appraisals.
- Maintaining a working knowledge and understanding of the National Occupational Standards for Support Staff.
- Undertaking any reasonable task as directed by any senior member of staff.
- Being involved in extracurricular activities where appropriate and in line with the Local Collective Agreement 2012.
- Establishing a climate for learning in line with the Trust's policies and procedures, to contribute to a purposeful learning environment and encourage students to interact and work cooperatively with others.

MODELLING

- Model the values, ethos and vision of the school in pursuit of excellence and equity, valuing individual achievement.
- Help build, communicate and implement a shared vision.
- Be a role model and actively promote high expectations for all members of the school community through your role within the structure.
- Contribute to the efficient management of school routines.
- Being an appraisal team member in line with school policy.
- Being aware of the responsibility for personal health, safety and welfare and that of others who may be affected by individual action/inaction.

TRAINING/QUALIFICATIONS

- The employee will be expected to undertake on-going research to develop their knowledge base and will undertake any CPD, inset and qualifications as deemed necessary by the Headteacher.
- Where formal qualifications are identified the employee will be required to sign an agreement to reimburse the school of any training costs incurred if the employee leaves before qualification and/or if they leave before a period to be specified after qualification.

Person Specification

APPLICATION		Essential	Desirable
A well-structured letter of application.		*	
Fully supported in references.		*	
QUALIFICATIONS AND TRAINING			
Qualified Teacher Status (QTS, QTLS, or QTS FE).		*	
National Award for SEN Coordination (or currently working towards).		*	
Level 7 Access Arrangements Assessor qualification.			*
EXPERIENCE AND KNOWLEDGE			
Expertise in the statutory requirements of the SEND Code of Practice 0-25.		*	
Experience in the strategic management of EHCPs and High Needs Funding applications.		*	
Deep understanding of the barriers to learning faced by Post-16 students (e.g., ASC, ADHD, SpLD, Mental Health).		*	
Familiarity with JCQ Access Arrangements and reasonable adjustments in an exam context.		*	
SKILLS			
Strategic leadership of a SEND department or team.		*	
Capacity to coach and mentor teaching staff in 'Quality First Teaching' techniques.		*	
Strong ICT skills, specifically for maintaining statutory SEND registers and provision maps.		*	
PERSONAL QUALITIES			
A passionate commitment to inclusive education and the removal of barriers to learning.		*	
Empathy and patience when dealing with students and families who may be facing significant challenges.		*	
Demonstrate energy, positivity and calmness in fulfilling the role and model a 'can do' approach.		*	
Inspire, lead and challenge colleagues with the energy and drive to bring out the best in everyone.		*	
Exemplary health, attendance and punctuality.		*	
COMMITMENT, EQUALITIES AND SAFER RECRUITMENT			
Commitment to upholding and promoting the trust values with honesty, loyalty and fairness.		*	
Promote and safeguard, at all times, the welfare of children and young adults.		*	
Demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the appropriate policies.		*	
Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with young people and colleagues.		*	

Application Guidance

The Trust seeks to ensure that we appoint the right candidate to each job and that applications for employment are treated in a fair and consistent manner. Candidates are responsible for ensuring that they complete all sections of the Application Form in sufficient detail and submit a separate Letter of Application to ensure that both can be properly assessed against the criteria shown in the job description and person specification. Any information provided on CV's will not be considered for short-listing purposes. If little or no information is provided on the application form, it will be impossible to assess your suitability and you will not be considered for an interview.

1. APPLICATION FORM

The Application Form should be completed in one of two ways:

1. Using either the [GoogleForm](#) and submitting the completed Application Form.
2. Using our Word Document and emailing it to staffvacancies@durhamsixthformcentre.org.uk.

Both options are available on our website at www.durhamsixthformcentre.org.uk/vacancies/

2. LETTER OF APPLICATION

The supporting Letter of Application is a separate document and should be no more than 1,000 words. It should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification.

Please upload the Letter of Application with the GoogleForm above or alternatively email your Letter of Application with your Word Application Form to staffvacancies@durhamsixthformcentre.org.uk.

RECRUITMENT DATE(S)

CLOSING DATE	10am, Monday 2 February 2026 <i>NB: This position is subject to being closed early.</i>
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Applications received after the closing date/time will not be considered.

DISABILITY

Please complete this section to help us ensure a fair and inclusive recruitment process. Under Section 60 of the Equality Act 2010, we collect this information for the following specific reasons:

- **Adjustments:** To establish whether we need to make reasonable adjustments to enable you to take part in the selection process (e.g., interview access or alternative assessment formats).
- **Positive Action:** To take positive action in supporting employment for disabled people. Applicants with disabilities will be granted an interview if the essential job criteria are met.
- **Suitability for the Role:** To establish whether you will be able to carry out a function that is intrinsic to the work concerned.

FURTHER ASSISTANCE

All information is available in alternative formats. Should you require an alternative format or need any further assistance please contact staffvacancies@durhamsixthformcentre.org.uk.

AFTER SUBMITTING YOUR APPLICATION

If you have not heard from us within 4 weeks please assume that you have been unsuccessful on this occasion.

Shortlisted Candidates Guidance

REFERENCES

All appointments will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers. Staff at Durham Sixth Form Centre work directly with young people therefore the school reserves the right to seek references prior to interview and this may include references from your current, most recent or previous employers. All referees will be asked about disciplinary offences, even those which have expired prior to an offer of employment. Please note that an offer of appointment will not be made until satisfactory references have been received.

DIGITAL CHECKS

An online search will be undertaken for shortlisted candidates as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with the most current version of Keeping Children Safe in Education. This search does not form part of the shortlisting process and candidates will have the chance to discuss any issues of concern that may arise during this search at interview.

SAFEGUARDING

Providence Learning Partnership is committed to safer recruitment processes, safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment. We conduct pre-employment checks in line with the most current version of Keeping Children Safe in Education and the Trust's Safeguarding Policy which is available on our website. It is an offence to apply if you are barred from regulated activity relevant to children.

DBS

An application for an Enhanced DBS certificate will be submitted for all candidates once they have been offered the position. If candidates are registered with the DBS Update Service, they must give Providence Learning Partnership consent to check their status. The Trust complies with the Code of Practice issued by the Disclosure and Barring Service. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Please note this post is exempt from the Rehabilitation of Offenders Act 1974. Under the provisions of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975, you are required to disclose information concerning convictions including those which for other purposes are regarded as spent under the Act. A disclosure will be requested for the successful applicant for this post.

RIGHT TO WORK

Candidates who have been offered the position will require a UK Right to Work Check.

PRE-OCCUPATIONAL HEALTH

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to continue to develop a more diverse workforce and we positively welcome applicants from all sections of the community. With regard to recruitment and selection, the Trusts ensures that no job applicant receives less favourable treatment on the grounds of sex, marital status, race, colour, ethnic origin, age, disability, sexual orientation, religion or belief, political beliefs, unrelated criminal conviction(s).

The Equal Opportunities Monitoring Form is not part of the selection process. It will be used purely to monitor diversity of applicants.

CONDITIONAL OFFER OF APPOINTMENT

All offers of employment are conditional, subject to satisfactory pre employment checks including references, enhanced DBS check (with barred list checks), proof of identity, right to work status, qualifications (if applicable) and medical clearance by our occupational health service (if applicable).

Staff Benefits

At our Trust, we deeply value the health and wellbeing of our staff, recognising that a happy, supported team is essential to delivering the best outcomes for our students. We are committed to fostering a positive working environment where staff feel cared for, empowered, and equipped to thrive both personally and professionally.



Pension scheme

All contracted members of staff will be automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pension Scheme (whichever is appropriate).



National terms and conditions

We offer national terms and conditions in line with the School Teacher's Pay and Conditions document (STPCD) and Burgundy Book for teachers or the NJC Green Book for support staff.



Training and development

Professional development opportunities aimed at the continuous process of enhancing your skills, knowledge and competencies discussed with your appraiser on an individual basis.



City centre parking

Durham City Centre barriered private parking for staff whilst at work which extends to free all year round parking, 24 hours a day, 7 days a week, 365 days a year.



Staff wellbeing working group

For the staff, by the staff, our wellbeing working group meet at least 3 times a year and is open to all members of staff. To date the group has raised money for charity, built a Staff Wellbeing portal, organised socials, sporting events and family days out.



Healthcare services

All staff benefit from a range of comprehensive health and wellbeing services including: GP service which gives staff the access to a General Practitioner around the clock, 24/7, access to nurse support services and physiotherapy provided face-to-face at times, dates and locations convenient to our staff.



Live webinars

Online webinars for Mental Health First Aid and Stress Coaching are available to staff which run frequently throughout the year with a choice of dates and times.



Health and Wellbeing

Free Flu vaccines, menopause counselling and access to financial wellbeing coaches through our staff absence insurance policy.



Daily breakfast

We provide a selection of hot drinks, cereals, croissants, toast and jams complimentary each morning in the refectory for staff and students.



Lifestyle

Our lifestyle benefits include shopping discounts with hundreds of online and high street retailers and discounted gym membership.



Free Will Writing Service

Organised through the Financial Guys, all staff are provided with a free single basic Will which also includes a 50% discount for partners.



Blue Light

Blue Light Card have now added Teaching and Support staff to the list of careers that are able to apply for their card. When applying please upload your staff ID badge as evidence.



Working From Home

We are currently trialling working from home. This arrangement supports flexible working and recognises that some tasks, such as planning, marking and resource development, can be carried out more effectively in a quiet, uninterrupted environment.



**THE AWARD FOR UK EMPLOYER
OF THE YEAR: PLATINUM (50-249)**