



**As Community Executive Principal, I am incredibly proud to lead four academies that sit at the heart of our communities; Outwood Academy Adwick and Outwood Academy Danum in Doncaster, alongside Outwood Academy Brumby and Outwood Academy Foxhills in North Lincolnshire. Together, we are more than just schools, we are a community of learners, educators and leaders, united by a shared vision of excellence.**

In this community, we believe that every child deserves the very best education, and that starts with an exceptional team of staff. Across our academies, we are committed to inspiring young minds, raising aspirations, and transforming lives. Our schools are places of opportunity, where students are encouraged to dream big and achieve more than they ever thought possible. We do this by listening to them and working with them to co-construct a learning journey that takes them from year 7 to their future aspirational destination.

**But great schools are built on more than just ambition, they thrive because of dedicated, passionate, and skilled professionals who bring learning to life every day. Whether you are a teacher, a leader, or part of our invaluable support staff, you will be joining a community that values your talent, invests in your development, and empowers you to make a real difference.**

Our community of 4 academies significantly benefit from a culture of high expectations, innovation and collaboration and you'll be provided with the following opportunities:

- work in a community of academies where ambition, innovation, and collaboration drives success.
- benefit from bespoke training packages, leadership opportunities and a clear pathway for progression.
- Allow you to make a lasting impact - your work will empower young minds, create opportunities, and change lives
- Be part of a culture that cares - join a supportive, inclusive environment that values your wellbeing.

Whether you are an experienced teacher, an aspiring leader, or a professional looking to contribute to a thriving community which truly works collaboratively across the 4 academies, we offer the platform to grow, achieve, and inspire. I warmly invite you to be part of our journey.

**Sabiha Laher**

Community Executive Principal

## LEAD SENDCo: ADVERT

**Salary:** L8 - L12 (£59,167 - £65,286 per annum)

**Job type:** Full-time, Permanent

**Start date:** September 2025 or sooner if available

### About the role

This is an exciting opportunity for a dedicated professional to lead and coordinate SEND provision across multiple settings, ensuring outstanding support for students with additional needs. We are seeking a passionate and experienced Lead SENDCo across our community of 4 schools which will allow you to carry out the duties as the designated SENDCo in Outwood Academy Brumby alongside supporting the other 3 academies in our community. In addition, Outwood Academy Brumby will have a dedicated full time Assistant SENDCo to enable you to successfully carry out your strategic duties. As your time will be split between Lead SENDCo and Academy SENDCo, the job description highlights the responsibilities for both.

As the Lead SENDCo across four academies, you will play a strategic role in shaping and implementing a unified approach to SEND provision, ensuring consistency and excellence across all schools. You will work closely with academy principals, SENCOs and support staff to develop and deliver high-quality inclusive practices, while also providing expert guidance on interventions, funding applications, and compliance with statutory requirements. By fostering collaboration among the academies, you will create an integrated support network, enhancing the educational experience and outcomes for all students with additional needs.

### The Team at Outwood Academy Brumby

You will be working with an experienced Senior Leadership Team of 5 colleagues to lead a talented team of teaching and support staff who are fully committed to the vision to raise standards and transform the life chances of all the students. The senior leaders are motivated to lead with a relentless focus on the quality of education and wider curriculum provision for the students. Their leadership engenders a strong sense of belonging and inclusion in the school and promotes the power of education, inspiring staff and students to aim high and be the best they can be.



## The Trust

The Trust embraces the opportunity to ensure that all children, irrespective of their starting point receive an excellent education. It relishes the opportunity to be part of the much needed regeneration of the areas it works in. It is one of the largest MAT's in the country and with that, our academies can draw on a range of expertise. The Trust also works across geographical communities with Outwood Academy Brumby being part of a community of 4 secondary schools in Doncaster and North Lincolnshire. Senior leaders from the schools work closely together, sharing best practice and supporting one another to ensure continuous and never ending improvement for the students in the community.

This is an exciting time for the school and the community and this role offers a fantastic opportunity to lead the future success of SEND practice across 4 academies. Above all, you will share the school and Trust's commitment to putting Students First, Raising Standards and Transforming Lives.

For a confidential discussion about the role, please contact Nina Martin, Executive Officer, via email on [n.martin@outwood.com](mailto:n.martin@outwood.com)

Visits to the school are welcomed and encouraged.

**For more information and to apply online, please click the [apply](#) button.**

**Closing date:** 9:00 on Thursday 1 May 2025

**Interviews:** Wednesday 7 May 2025

**We reserve the right to close advertisements early. Advertisements will therefore close the day the decision has been taken to close the advertisement early.**

*Outwood Grange Academies Trust is committed to safeguarding and promoting the welfare of children. All appointments are made in accordance with safer recruitment practices and the statutory guidance in Keeping Children Safe in Education. Online checks will be carried out on all shortlisted candidates, and all appointments are subject to an enhanced DBS check, satisfactory references and checks regarding suitability to work with children.*

## LEAD SENDCo: JOB DESCRIPTION

**Job Title: Lead SENDCo**

**Reporting to: Principal**

**Grade: L8-L12 (with up to 5 periods of teaching)**

### Employee Values

The post holder will be expected to operate in line with our employee values which are:

- Ambition without limit
- We break down barriers
- We turn our best into normal
- Every interaction counts
- We are a family

### Overall purpose of the post for Lead SENDCo

- To undertake the role of SENDCo in their designated school (shown below)
- To provide support and oversight to other SENDCos within the school community



- Provide regular information to the Community Executive Principal and school Principals on the evaluation of the effectiveness of provision for pupils with SEND, within their schools.

### **Overall purpose of the post for SENDCo in a designated school**

- Supporting and securing quality first teaching in the classroom to ensure every Teacher is a practitioner of SEND and also enables students with SEND requirements to fully access the curriculum, therefore enabling them to reach their full potential.
- The SENDCo, with the support of senior staff, will ensure that the Academy presents a fully inclusive environment where no child is disadvantaged because of a special educational need, disability or medical condition.
- Fulfilling the role of SENDCo for the Academy and specialist Teacher within the area of responsibility.
- Leading, managing, developing and maintaining high quality SEND provision which enables high quality teaching, excellent learning outcomes and success for all pupils.
- Line managing those directly supporting children with Special Educational Needs.
- Liaising with professionals from outside agencies to secure the best care and outcomes for pupils.

### **Main duties and responsibilities for Lead SENDCo**

Working with the support and guidance of the Principal and within the vision and values of the Trust in order to:

- To undertake the all the respective duties of SENDCo in their designated school (shown below)
- Support school based SENDCos, to ensure that SEND practice across the community is of the highest quality;
- Identify any concerns within SEND provision within the school community and identify improvements that can be made;
- Build relationships with the relevant local authorities and partners to ensure strong working relationships for the benefit of all;
- Disseminate best practice across your community, through CPD, support and modelling for SEND and other colleagues;
- Network and share practice across the Trust with other Lead SENDCos;
- Liaise with the Trust Strategic Lead for Vulnerable Children and Inclusive Practice and SEND School Improvement Partners to request specialist support in schools as needs as identified.

## Main duties and responsibilities for SENDCo in a designated school

- The professional duties of teachers are set out in the School Teachers Pay and Conditions Document and describe the duties required by all teachers.
- To be based with the inclusion team to lead and direct on strategies for students with complex needs.
- Management of identified staff within the Inclusion teams.
- To be a member of the Senior Leadership Team.
- Provide specialist advice and support to SEND pupils and their families.
- To monitor that the Academy is following DFE regulations through quality assurance of additional support guidance for national statutory tests and assessments.
- To monitor and evaluate the impact of support and intervention for individual pupils ensuring that any behaviour care plans and personalised timetables etc. are both appropriate and effective.
- Provide specialist advice, guidance and support to the educational setting.
- Deliver specialist training to parents, educational providers and professionals from other agencies to promote inclusive practice.
- Network with parents, voluntary organisations, and other services/agencies to ensure information is effectively and appropriately shared.
- Contribute advice and support in the process of early identification, assessment and provision in line with SEND Code of Practice.
- Monitor teaching and learning through observation, talking to children and obtaining data. Then by providing effective feedback, support and advice, raise both the standards and expectations of the pupils.
- Research, develop and share best practice with respect to inclusion and raising attainment within specialist area.
- Ensure that a fair and consistent approach is used throughout the Academy in order to generate a positive unified SEND ethos and create minimal disruptions.
- Advise on access to specialist equipment and resources and be responsible for requesting orders for specialist equipment ensuring that all specialist equipment supplied is properly maintained and correctly used.
- Engage in your own professional development, updating knowledge and skills relating to educational issues and contribute to in-service events and professional development of others. Thereby ensuring that any development undertaken helps to meet the needs of pupils with SEND requirements.
- Provide information to the Principal about the effectiveness of SEND provision and any further requirements that may be needed.
- Prepare advice and information materials for parents, staff and other agencies. Important Attributes
- To deliver a strategic direction for the development and evaluation of SEND provision.

- To provide advice, support and training to all staff in order to ensure that the statutory responsibilities to SEND children are met.
- To keep up to date with new legislation, research and initiatives in order to promote best practice and ensure compliance.
- To contribute to identification, assessment and monitoring procedures for pupils with SEND ensuring that all pupils achieve and make significant and continuing progress.
- To promote inclusion and achievement for all pupils.
- Liaise with other professionals and lead/attend Local Authority Panel meetings, CP, CLA and other meetings, where necessary.

### **Additional Responsibilities**

- Carry out other tasks, commensurate with the seniority of the post, which will be allocated over the duration of the contract of employment.
- Participate fully in the Trust's briefing and INSET system and team, professional and personal development activities and promote a commitment to continuous development and improvement.
- Participate fully in the Trust's performance management process and work to achieve agreed set objectives.
- Undertake mandatory training on child safeguarding and data security, ensuring that you understand how to identify and report safeguarding concerns.

### **POLICIES AND EXPECTED STANDARDS**

The post holder is required to familiarise themselves with all Trust policies and procedures and to comply with these at all times (the post holder will be expected to influence and develop the Trust policies as directed by the Chief Executive). The Code of Conduct for Employees in particular sets out what you as a post holder are required to follow at all times and you should study this carefully. Failure to comply with any of the Trust's policies may result in disciplinary action up to and including dismissal.

Outwood Grange Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS and safeguarding training, as required under the latest version of Keeping Children Safe in Education. Staff have a duty to recognise and report any concerns they have about the safety or welfare of a child to the relevant and qualified individual within the organisation. The post holder will also be required to undertake Safer Recruitment Training.

All staff must have an understanding of their responsibilities in relation to being accountable for knowing who is in and has access to their area of work and the security of information. Staff must

recognise the need to challenge appropriately and understand their duty of care relevant to their position within the organisation. Staff must be familiar with and understand the correct reporting process where there has been a potential breach.

### **Special Features**

- The post will require travel between academies;
- The academies allocated to the postholder may vary under the direction of the Chief Executive.

### **Personal Contacts**

**External:** Contractors, suppliers, parents, external agency professionals, government and local authority staff, other staff from academies and schools.

**Internal:** Students, staff, Board and Academy Council members, parents and any other visitors to the Academy.



--

<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>
Degree	✓	
Qualified Teacher Status (QTS)	✓	
Qualified SENDCo	✓	
Evidence of further study in a field relevant to the needs of pupils within a relevant specialist area		✓
<b>Experience</b>		
Substantial teaching experience (Qualified Teacher Status) and a proven track record of success for all SEN pupil groups	✓	
Demonstrable experience of working cooperatively with parents, teachers and other professionals	✓	
Experience of staff management and working as part of a team	✓	
Experience of planning and delivering a programme for professional development	✓	
Experience of transition for students with Special educational needs and empowering learning through supporting outside agencies, ensuring effective quality teaching and implementing intervention techniques	✓	
<b>Skills</b>		
A sound knowledge and understanding of the expectations within all the Secondary phases and the National Curriculum	✓	
An understanding of the needs of children within the relevant specialist area	✓	
A strong knowledge of the SEND legislation and a sound understanding of best practice with regard to inclusion and pastoral care.	✓	
Knowledge of the difficulties experienced by children within the specialist area and strategies / interventions that can be used to support them in educational settings	✓	
A good understanding of curriculum planning.	✓	
Ability to organise work effectively, prioritising and managing time, working under pressure to meet deadlines and setting of personal goals.	✓	
Ability to ensure environments within the Academy are welcoming, inclusive and fully supportive of all children Achieving their very best.	✓	
Commitment to effective and inclusive educational practice and a willingness to respond to the learning needs of all pupils.	✓	
Sensitivity to the needs of the parents, pupils and other professionals.	✓	
Ability to build effective working relationships with staff and other stakeholders	✓	
<b>Other</b>		

Effective communication and interpersonal skills	✓	
A commitment to getting the best outcomes for all students and promoting the ethos and values of the Trust	✓	
Translates the Trust strategy to employees at all levels to enable them to understand and engage.	✓	
<b>Values</b>		
<p>Ability to demonstrate, understand and apply our employee values. These are embedded in all roles and applicants must evidence these values as part of the application process:</p> <ul style="list-style-type: none"> <li>● Ambition without limit</li> <li>● We break down barriers</li> <li>● We turn our best into normal</li> <li>● Every interaction counts</li> <li>● We are a family</li> </ul>	✓	

