Higham Lane School

Work Hard | Be Kind | Take Responsibility

Permanent Deputy Special Educational Needs and Disabilities Coordinator (Deputy SENDCO)

Salary scale: MPR/UPR + TLR 2B £5,870

Role type: Permanent

Start date: January 2026

PART OF THE
Central England Academy Trust
SERVING THE HEART OF ENGLAND



Welcome from the Headteacher

Dear Applicant,

Thank you for taking the time to consider Higham Lane School working as a Student Support Officer. Higham Lane School is a 11-18 comprehensive academy with around 1,500 students, set on an attractive site on the Warwickshire-Leicestershire border, easily accessible through excellent road, train and bus connections.

We are very proud to have been rated as Outstanding by Ofsted in our last Ofsted inspection in May 2025, one of only a small number of schools in England to have achieved the highest rating that year. Achievement is represented in all of its forms: artistic, academic, social, cultural, sporting and intellectual is equally valued in our diverse five-year, knowledge-rich curriculum. We are strongly committed to ensuring that all of the young people in our care make excellent academic progress and we take great pride in securing both impressive progress and high attainment for our students, whatever their starting points. Higham Lane School is one of the highest-achieving non-selective comprehensive schools in Warwickshire with an Achievement 8 score of 53.98 in 2024, which is well-above national average. Our most recent Progress 8 figure of +0.6 demonstrates that our teaching and learning and student behaviour and engagement are excellent, and students excel at Higham Lane School. The School has been granted World Class Schools status, one of a very small number of schools to achieve this kitemark.

We are also delighted to have achieved equally as impressive A level results in our Sixth Form with 28.3% A*-A and 58.5% A*-B, an average grade of B- and a Value-Added score of +0.26, making Higham Lane School one of the top performing Sixth Forms in Warwickshire. We are proud to be part of Central England Academy Trust.

Our school has a strong ethos based on mutual respect between students and staff and very clear expectations regarding students' effort and behaviour. We enjoy an excellent reputation with parents/carers and are always over-subscribed. You will find a happy, caring and purposeful environment at Higham Lane School. Students get on exceptionally well, both with each other and with our staff, who take pride in working here. Our students are encouraged to do their very best in every aspect of their lives and to reach the highest standards, irrespective of their ability. We encourage them to "Be the best you can be", by working hard, being kind and taking responsibility.

At Higham Lane, our staff are our most precious resource. We are committed to offering you:

- excellent continuous professional development
- reduced workload
- behaviour for learning that empowers teachers to teach and students to learn
- a range of imaginative approaches to ensure staff wellbeing
- Opportunities to work across the MAT in a successful and growing trust

The closing date for applications is **9.00am, Tuesday 21st October 2025.**. (If you encounter a problem in meeting this deadline, please contact the School). If you are interested in applying for this post, please click on this link https://centralenglandacademytrust.face-ed.co.uk/vacancies and select the Deputy SENDCO position. Alternatively, please visit our school website (www.highamlaneschool.co.uk) and click on 'Job Vacancies'.

If you would like to have a chat about this post or arrange an informal visit to see our school, please contact Carol German, SENDCo, on 024 7638 8123.

Higham Lane School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be subject to an enhanced DBS check and will also be taken through the School's vetting procedure.
We really look forward to reading your application!



Yours faithfully,

Michael Gannon
Headteacher

Be the best you can be!

Welcome from the CEO of Central England Academy Trust



Thank you for your interest in joining Central England Academy Trust. Our growing Trust currently consists of a diverse family of five schools in the Nuneaton area: a large junior school, primary special school, a secondary special school and two mainstream secondary schools. We have a sixth school – a new 2 form entry primary school in Nuneaton - opening in September 2026.

Our Trust's core values summarise what is important to us and what we actively promote:

Collaboration: working together and with others to achieve the very best for the staff, pupils and families that we serve.

Equity: recognising the individuality and uniqueness of our staff and pupils, and that we do not all start from the same place. We strive to provide all of our staff and pupils with what they need in order to have equal access to opportunities, to thrive and to succeed.

Aspiration: to be ambitious for all of our staff and pupils and have the highest expectations of them, supporting them to achieve to the very best of their potential.

Trust: ensuring that everyone in our MAT feels safe and supported in all that they do.

I hope this application pack provides you with the information needed to consider applying for this position, and I wish you every success with your application.

Best wishes

A. Dickinson

Andrew Dickinson
Chief Executive Officer

Employee Benefits of working at Central England Academy Trust

We strive to be an employer of choice, and are committed to ensuring our employees feel valued, appreciated and at the heart of what we do.

We have a number of core benefits which include:

Professional Development

- We support all our schools and services to offer professional development that is rooted in the evidence of what improves teaching and learning
- We listen to what your career aspirations are and how we can support you within your role
- We provide Trust-wide CPD in key areas, including SEND, behaviour and teaching and learning
- We support staff in accessing a wide range of qualifications, including Diplomas, Masters and National Professional Qualifications (NPQs)

Appraisal

- Our staff appraisal focuses on supporting our employees to be the very best they can be. There is no performance-related pay in our Trust, and we put staff at the heart of what we do so they can put children at the heart of what they do

Apprenticeship Levy

- As a large employer we pay into the Apprenticeship Levy Fund and are therefore able to offer a wide range of apprenticeships to both new and existing staff.

Pension Schemes

- A contributory pension scheme relevant to your role: Teachers' Pension Scheme for teaching staff, and the Local Government Pension Scheme for non-teaching staff.

Employee Support Schemes

- Subsidised eye care for extended VDU users
- A Gym Membership Scheme
- A Cycle to Work Scheme
- An Employee Assistance Programme, providing practical and emotional support.
- An Employee Benefits Scheme, offering discounts on everyday essentials
- A Health Cash Plan benefit, providing reimbursements for various health-related expenses, including dental treatments, optical care, physiotherapy and more



How to apply

Please apply by clicking https://centralenglandacademytrust.face-ed.co.uk/vacancies Alternatively please visit our school website (www.highamlaneschool.co.uk) and click on 'Job Vacancies'. The deadline is **9am on Tuesday 21st October 2025.**

If you would like to have an informal discussion about this post of Deputy SENDCo, or to arrange a visit to the school, please contact Carol German, SENDCo on 024 7638 8123.

Dates: selection activities and interviews for shortlisted candidates are likely to be on Thursday 23rd October 2025. **Pease note that the school reserves the right to close the application process early if we identify suitable candidates. To avoid disappointment, please submit your application as soon as possible.**

Higham Lane School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be subject to an enhanced DBS check and will also be taken through the School's vetting procedure.

Why work for Higham Lane School?

Excellent Continuous Professional Development (CPD)

- we are passionate about teaching and learning, always developing our practice and learning from each other!
- our CPD is second to none and highly-regarded by our staff, many of whom often lead sessions themselves. Staff have led presentations for Pixl and Osiris.
- all staff receive regular training in the most effective teaching and learning techniques.
- we provide bespoke career stage training such as NPQLT, NPQLTD, NPQSL, NPQML and NPQH to ensure professional development is continuous.

- we have expertise in teacher training and formed the Higham Lane School Partnership comprising 13 partner schools across both primary and secondary phases in collaboration with the University of Warwick, Birmingham City University and the University of Leicester.

- we are actively leading school-to-school support within our local area, sharing our strong practice and expertise and learning from other schools about their effective approaches.

- We are local delivery partners for the Early Career Teacher and Mentor Induction programmes.

Reducing Workload

- we are committed to reducing teacher workload by always looking to streamline our ways of working, for example in our Feedback Policy, which makes greater use of whole-class feedback, rather than pointlessly marking excessively.
- we value our staff as experts in their subjects.
- staff work very effectively in their subject teams to produce schemes of learning and resources, so that teachers are not wasting time creating their own materials.
- students use Knowledge Organisers for revision during homework and peer-assess themselves in our Do Now knowledge tests, enhancing their subject knowledge and reducing teacher workload.

Behaviour for learning that empowers staff

- we empower teachers to teach and students to learn!
- students' behaviour is excellent.
- our SLT and Progress Leaders move around our site during every lesson to visit lessons, support teachers and uphold our ethos.

Staff Wellbeing

- staff wellbeing is very important to us. We care about each other.
- we ensure a work-life balance in the way we organise our meetings and INSET days and release our calendar before the start of the academic year.
- we ensure emails are used sparingly and only at agreed times.
- we support staff to look after themselves, for example through our health awareness events.
- we get on well together and celebrate our many achievements in a range of social events.

Serving our community

- students play an active part in the running of our school and student voice is important to us.
- we have excellent relationships with parents/carers and value their feedback.
- we actively support our local community through fundraising and supporting local charities such as the Nuneaton Food Bank and Edward Street Food Kitchen.

What are we looking for?

Job Title:
Permanent Deputy Special Educational Needs Coordinator (Full-time)

Date of Commencement:
January 2026

Applications are invited from qualified teachers who currently hold or are working towards the National Award for Special Educational Needs. Applications will also be considered from qualified teachers who do not hold the National Award for Special Educational Needs, but who are prepared to commit to working towards this.

Responsible To:
The Headteacher (Middle Leaders are accountable to an identified member of the Senior Leadership Team (SLT) who provide support and act as line manager)

General Duties and Responsibilities:
The expectations and duties of a Standard Scale Teacher at Higham Lane School are set out in the national Teachers' Standards, which can be found at:
https://www.gov.uk/government/publications/teachers-standards
Pastoral responsibilities will include form tutor duties such as registration, monitoring progress and behaviour, checking uniform and student organisers and reporting and liaison with other staff as necessary.

Please note our clear expectations regarding **personal and professional conduct of staff and the safeguarding of students:**

- To have total regard for the need to safeguard students' well-being, in accordance with statutory provisions.

- To have proper and professional regard for the ethos, policies and practices of the School, and maintain high standards in their own attendance and punctuality.

- To have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Key Responsibilities

Purpose of the Role:

- To be responsible for assisting, leading and developing SEND provision by implementing the SEND Code of Practice and Equality Act
- To support/lead as appropriate and encourage learning which enables students who require access to support for learning to achieve high standards
- To support with ensuring the School meets all its statutory duties in relation to the education and care of students on the SEND register
- To assist with monitoring and supporting the overall progress and development of students with special educational needs and disabilities
- To support with the management and deployment of HLTAs, TAs, financial and physical resources
- To support with preparing an annual Support for Learning Department Development Plan and evaluate its implementation annually.

Main Duties:

- Support with the strategic direction and development of SEND provision in the School
- Assist to ensure the School meets all its statutory and local duties in relation to the education and care of students with SEND to ensure reasonable adjustments and access arrangements.
- Support the SENDCO to have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution to the education and care of students with SEND.
- To keep up-to-date with and respond to local and national developments in SEND education and care.
- Support with ensuring the objectives of the SEND Policy are reflected in the Department Development Plan, that effective systems are in place to identify and meet those needs and that they are coordinated, monitored, evaluated and reviewed.
- Support with providing regular information to the Headteacher and Governing Body on the progress of SEND students, along with an evaluation of the effectiveness of provision for students with SEND.
- Support with the maintenance of an accurate SEND register and provision mapping records. Support with leading on procedures for early identification of need, support, monitoring and assessment.
- Be responsible for diagnostic testing and base line assessments of students with SEND or those identified as requiring additional support.
- To liaise with the Examinations Officer regarding exam concessions and provision for SEND students.

- To work closely with staff who have responsibility for other vulnerable groups (e.g. Children who are Looked After and students with English as a Second Language) to offer support for students with SEND or additional needs.
- To lead Early Help meetings and multi-agency reviews
- To have oversight of students with physical and medical needs.

Teaching, Learning and Assessment:

- Identify, model and disseminate the most effective teaching and learning approaches for students with SEND and additional needs.
- Contribute to whole school priorities as an advocate for pupils with SEND and additional needs.
- Undertake an appropriate timetable of teaching in accordance with the duties of a teacher.
- Ensure all members of staff recognise and fulfil their statutory responsibility to students with SEND and additional needs, championing their cause at all times.
- Ensure all ECHP/ EHCPNA/ Pupil Profile documentation are appropriately prepared and reviewed and formal assessments carried out as necessary.
- Prepare costed Individual Education Plans (IEPs), where required. Regular liaison with Plan coordinators and review of Top Up Funding to ensure students are receiving appropriate provision.
- Closely monitor and review progress of students with an EHCP or SEND support, provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support. Identify and implement personalised programmes where necessary.

Leading and Managing Staff:

- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Support with strategic oversight, deployment and management of Support for Learning staff.
- Promote the students' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Contribute to Performance Development Reviews, act as reviewer for a group of staff as directed by the Headteacher.
- Promote teamwork and motivate staff to ensure effective working relationships.
- Identify, advise, contribute and, where appropriate, coordinate the professional development of staff to increase their effectiveness in responding to the needs of students with SEND
- Provide induction, lead INSET sessions and briefings for staff and share procedural information, such as the school's SEN policy

Effective Deployment of Staff and Resources:.

- Assist with maintaining and developing resources, oversee the management of the effective and efficient deployment of classroom support and interventions.
- Take on any additional responsibilities which might, from time to time, be determined.
- Hold regular, student-focused meetings of the Support for Learning Team.

Relationship with Parents/Carers and the wider Community:

- Prepare and present informative reports to parents/carers. Review the education, health and care plan (EHCP) with parents or carers and the student
- Facilitate parent training and network sessions, as appropriate.
- Meet with parents/carers as and when appropriate to foster positive home school relationships.
- Lead and coordinate attendance at parent evenings, as appropriate.
- Liaise with agencies responsible for SEND students' welfare.
- Respond in a timely manner to parental requests for additional support and assessment.

Manage your own Professional Development:

- Take responsibility for your own professional development and keep up-to-date with research and developments in pedagogy.
- Share corporate responsibility for the implementation of school policies and practices.
- Set a good example to the students you teach in the way you present yourself and your personal conduct.
- Evaluate your own teaching and aim to continually develop its quality.
- Be aware of the provision in the local offer

Further Conditions of Service:

- To undertake any other responsibilities as may reasonably be directed by the Headteacher.

- To support and maintain the ethos of the School and its aims and values.

- Follow and implement all school policies and procedures.

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEND.

- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

Please note our clear expectations regarding **personal and professional conduct of staff and the safeguarding of students:**

- Our staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct:

- Staff uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- showing tolerance of and respect for the rights of others.
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Staff must have proper and professional regard for the ethos, policies and practices of the School, and maintain high standards in their own attendance and punctuality.

Putting SEND learners at the heart of what we do - the SEND Department:

- As part of the CEAT trust you will benefit from strong expertise and support from our specialist educational schools, Oakwood Primary and Oakwood Secondary Schools. There are many opportunities to work closely together, providing valuable links for both students and staff within each setting.

- All staff at Higham Lane School are committed to teaching SEND learners through quality-first, inclusive teaching whilst ensuring that our universal provision is also targeted and specialist.

- The SEND department is a central focus within Higham Lane School, with its own designated areas where staff work in a supportive manner, meeting the needs of our SEND learners.

- Leading as SENDCO, the current team comprises of one part-time Deputy SENDCO, two full-time HLTAs, one part-time Learning Support Assistant, 8 full-time Learning Support Assistants, one Apprentice Learning Support Assistant, one full-time SEND Pastoral Support Assistant, one part-time SEND Pastoral Support Assistant, and one part-time SEND School Administrator.

- There are currently 39 students with EHCPs (2.64% of the school's population), including 5 students with physical disabilities. There are currently 136 students receiving SEND support (9.21% of the school's population).











Person Specification

Qualifications and training

- Honours Degree standard in teaching subject or equivalent.
- Qualified Teacher Status
- Currently hold or are working towards the National Award for Special Educational Needs or are committed to working towards this qualification
- Other SEND qualifications
- To at least threshold level on the Upper Pay Scale

Experience

- Experience working with SEND students in a secondary school
- Experience of writing reports and referrals for SEND students
- Experience of multi-agency working
- Experience of identification, planning for and monitoring the progress of students with SEND
- SEND leadership experience
- Recent experience of management resources and personnel
- within a department
- Participation in recent professional development in relation to inclusion
- Facilitating the professional development of others

Skills and knowledge

- Knowledge of the SEND Code of Practice and associated legislation
- Thorough understanding of effective inclusion practice
- Good or outstanding classroom teacher
- Ability to analyse data to enable all students to make progress
- Knowledge of the statutory assessment process
- Of the Teachers' Standards
- Of how to effectively safeguard students, including the requirements of 'Keeping Children Safe in Education', Part 1
- the ability to communicate, orally and in writing, clearly and effectively and to understand the views of others
- the ability to plan time effectively and to organise oneself well
- the ability to plan, differentiate, teach effectively and manage the learning of whole classes, groups and individuals to meet teaching objectives and making best use of allocated time

Skills and knowledge

- the ability to provide a stimulating classroom environment, where resources can be accessed appropriately by all students
- the ability to keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning
- the ability to monitor, assess, record and report progress of students' development, achievement and attainment.
- the ability to maintain good order and discipline amongst students, in accordance with the School's Behaviour Policy.
- the ability to take part in and contribute to meetings that relate to teaching/curriculum; cooperate with and, where appropriate, advise the Headteacher and other colleagues in the review, development and management of Support for Learning within the school.
- the ability to communicate and co-operate with specialists from outside agencies.
- the ability to plan for, organise and direct the work of support staff within the Support for Learning Department
- the ability to participate in the performance management system for the appraisal of their own performance, or that of other staff.
- the ability to lead the planning and implementation of the annual Department Development Plan.
- the ability to help with the organisation of the extra-curricular activities arranged by the department.
- the ability to take responsibility for their own professional development.

Personal qualities

- personal impact, self-confidence and presence.
- energy, enthusiasm, commitment and perseverance
- adaptability to changing circumstances and new ideas.
- reliability and integrity.
- a sense of humour
- an excellent health and attendance record.

Safeguarding

Please note our clear expectations regarding personal and professional conduct of staff and the safeguarding of our students:

- To have total regard for the need to safeguard students' wellbeing, in accordance with statutory provisions.
- To have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.
- To have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

We are committed to safeguarding and promoting the welfare of the children and young people and expect all staff to share this commitment.

All successful applicants will be subject to an enhanced DBS check and will also be taken through the School's vetting procedure.

Higham Lane School is also strongly committed to protecting personal data. Our Privacy Notice, which can be found under the GDPR section on the School website, describes why and how we collect and use personal data and provides information about individuals'' rights.



How to find us



Higham Lane School
Shanklin Drive, Nuneaton, CV10 0BJ

contactus@highamlaneschool.co.uk
www.highamlaneschool.co.uk
Telephone: 02476388123