



Elizabeth Woodville
Primary School

Recruitment Information

Pack

SEND TEACHER

0.6

Striving for Excellence ~~~



Elizabeth Woodville Primary School

Striving for Excellence ~~~

Glebe Road, Groby, Leicestershire LE6 0GT

Telephone: 0116 287 6050

Website: www.elizabethwoodvilleprimaryschool.co.uk

Email: office@elizabethwoodvilleprimaryschool.co.uk

Headteacher: Mr Andrew Pridmore

SEND Co-ordinator (3 days) Enhanced SEN allowance £3500

Dear Applicant,

Thank you for your interest in the post of part-time SEND Co-ordinator at Elizabeth Woodville Primary School. This post offers an exciting opportunity for an experienced and knowledgeable SEND specialist practitioner to join our highly supportive team and forward-thinking staff. The role will include professional development opportunities which are tailored to you.

Elizabeth Woodville Primary School is a successful school with a strong track record of providing the best possible educational experiences for all pupils.

We pride ourselves on our ability to bring 'learning to life' by designing inspirational learning experiences across the curriculum, linked to current events and enriched by visiting experts. We ensure that children are at the heart of shaping their own learning and become well-rounded individuals, positive, resilient and prepared to embrace all the opportunities and challenges they may face in the future. Teaching and non-teaching staff are talented and dedicated; they work in partnership with supportive parents and a well-informed and committed governing body.

The closing date for applications is Wednesday 13th May at 9am. Applicants are asked to include a letter with their application form fully addressing the Job Specification and Job Description of no more than 2 sides of A4.

Interviews will be held in the week beginning 18th May 2026.

I look forward to hearing from you and reading your application.

Yours sincerely,

A Pridmore

Andrew Pridmore
Headteacher



Values and Ethos

Mission Statement

‘Striving for Excellence Together’

School Aims and Values

At Elizabeth Woodville Primary School, we work together to provide a supportive and stimulating learning environment, which enables every child to succeed.

We nurture natural curiosity for learning by offering a range of creative learning opportunities, based on the needs of our children, with progress and partnership being key.

Our passion lies in developing happy, motivated, independent, confident learners who reach their full potential.

Aims & Values	
Achievement and Standards	<ul style="list-style-type: none">• Become highly motivated and active life-long learners• Be able to work independently and collaboratively• Gain advanced technological skills• Achieve high standards in all areas
Personal Development and Well-Being	<ul style="list-style-type: none">• Develop lively enquiring minds and a spirit of curiosity• Have high self-esteem through respect for themselves, others and the environment• Communicate effectively• Develop a strong awareness of their own health and well-being
High Quality Curriculum	<ul style="list-style-type: none">• Have staff who provide high quality teaching and learning experiences• Provide an exciting, inspirational and challenging curriculum, which ensures pupils have an understanding of the wider world, work and economics
Leadership & Management	<ul style="list-style-type: none">• Have an ethos of support, challenge and encouragement to succeed• Promote strong partnerships between home, school and the community• To give a clear direction and purpose which is translated into clear targets
Premises	<ul style="list-style-type: none">• Provide a stimulating learning environment• Have a rich, varied and up-to-date range of learning resources• To utilise new and emerging technologies to support pupils in embracing the future

Job Description

Post title	SENDCo (0.6 FTE)
Salary Grade	MPS/UPS plus SEN allowance
Main purpose of the post	<p>The SENDCO will determine the strategic development of special educational needs (SEN) policy and provision in the academy, with responsibility for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability. They will provide professional guidance to colleagues, working closely with staff, parents and other agencies.</p> <p>[The SENDCO will be expected to fulfil the responsibilities of a teacher, as set out in the School Teachers' Pay & Conditions Document.]</p>
Job purpose	<p>Ensuring all practitioners understand their responsibilities to children with SEND and the school's approach to identifying and meeting SEND</p> <p>The SENDCo will:</p> <ul style="list-style-type: none"> • work with the Headteacher as part of the school's Senior Leadership Team (SLT) to implement the school's inclusion strategy, including the SEND policy and school offer • regularly monitor and review the development of the school's inclusion provision and the impact of systems and processes to ensure children with SEND make progress in line with their peers • be responsible for the day-to-day operation of the school's SEND strategy and policy, and for coordinating provision across all classes • have a strategic overview of the SEND graduated response across the school, including allocation of whole-school resources and application of the assess, plan, do, review process to meet the needs of individual children • line manage the specialist SEND LSAs and ELSA service to ensure specialist programmes, intervention and in-class support has a high impact on pupil progress • ensure all staff are able to understand and implement the graduated response for individuals and groups of children who require provision different from or additional to the universal offer • maintain high quality records in line with local authority, school and statutory requirements, ensuring information is easily accessible to and actively used by all staff to meet the needs of children with SEND • use a range of strategies to actively involve staff in processes of identification and ongoing assessment of SEND • draw on a range of sources, including the views of the child, supported by reliable evidence of effectiveness, to inform their advice and support to colleagues on different approaches to improving children's progress • contribute to the monitoring of children's progress through robust provision mapping and develop rapid responses including through targeted and time-bound interventions that are carefully tracked to secure progress

Advising and supporting colleagues

The SENDCo will:

- ensure all practitioners in the school understand:
 - their responsibilities to children with SEND
 - their responsibilities to deliver inclusive high-quality teaching and demonstrate a range of adaptations to meet the needs of any child who may require additional support
 - how to work actively and effectively within the Assess Plan Do Review SEND support cycle
 - the school's approach to identifying and meeting SEND needs including their role in the process
 - how the school responds to any cause for concern and identifies and responds to special educational needs and disabilities, including their duty to support assessment processes
 - how the school works in partnership with parents to identify a child as having SEND
- evaluate the needs of the staff and devise training and other sources of support to develop the knowledge and practice of practitioners
- ensure that support staff are carefully deployed and managed, and receive effective training to support their professional development
- support individual or targeted practitioners to assess their skills and competencies, identify any gaps and implement next steps in professional development
- link with others who have a role in supporting the development and delivery of training both for schools and on a wider basis

Ensuring parents and children are closely involved throughout and that their insights inform action taken by the school

The SENDCo will:

- make sure parents receive the information, advice and support that they need in order to participate in the SEND decision-making process
- use a range of strategies to support parents and children to become active partners and ensure parents are closely involved throughout and that their insights inform action taken by the school
- involve parents in the discussion of any early concerns, in identifying any SEND, and agreeing:
 - the outcomes being sought for the child
 - the interventions and support to be put in place
 - the expected impact on progress, development, behaviour
 - date for review
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

Liaising with professionals or agencies beyond the school

The SENDCo will:

- understand the local offer, including the provision that the local authority expects to be available from local providers
- understand the support available including:
 - education
 - health and social care services for children with SEND
 - services assisting providers to support young children with medical conditions, including transport
 - childcare for children with SEND
 - services providing parents and children with information, advice and support on SEND
 - support groups who can support parent carers of disabled children
 - for Children who are Looked After by the local authority
- link with the local authority to liaise over provision for individual children including local arrangements for EHCP needs assessments, Annual Reviews, appeals processes and specialist placements
- link with the local authority and partner schools on wider strategic issues, engaging with training and local networks to forge relationships and develop a robust knowledge of local processes
- understand local authority funding processes and take responsibility for the effective use of the school's SEND budget to meet the needs of children with SEND
- work with relevant colleagues in the local authority and neighbouring schools to ensure smooth transition processes are in place for children with SEND including:
 - effective sharing of information between professionals
 - effective engagement with families ensuring their views and preferences are heard
 - personalised support for the child to prepare for transitions
- liaise with professionals or agencies beyond the school, including, but not limited to:
 - SEND support or learning support services
 - sensory support services or specialist teachers
 - therapies such as speech and language therapy, occupational therapy and physiotherapy
 - educational psychology services
 - support available to parents to aid their child's development at home
 - Independent Advice and Support Services (SENDIASS)
 - Local voluntary agencies that provide support to children and their families
 - Social Care Services

	<p>Continually develop own practice</p> <p>Effective practitioners reflect on their own practice and undertake continuous professional development. The SENDCo will:</p> <ul style="list-style-type: none"> • understand: <ul style="list-style-type: none"> ○ their own responsibilities to children with SEND, their carers/parents ○ the school’s approach to identifying and meeting SEND ○ how to determine reliability of evidence of the effectiveness of provision • make use of tools such as the SEND review and associated audit tools to assess their own skills and competencies, identify any gaps and next steps in professional development and that of the wider school • identify and use training and other sources of support to address their own development needs including from within the school and local authority • keep up-to-date with the latest developments in research related to SEND practice and inclusive high-quality teaching
<p>Relationships (Including whom the post holder reports to)</p>	<p>The SEND Co-ordinator will report to and work under the direction and guidance of the Head Teacher, they will also be expected to form the following professional working relationships:</p> <p>Wider SLT and school colleagues - work collaboratively and co-operatively with colleagues across the school ensuring excellent guidance and support for others, role modelling high levels of professional conduct at all times.</p> <p>Pupils - Develop relationships with pupils that fosters the development of each individual in the most positive way. Enable pupils to be the best that they can be by creating strong working relationships that promote a positive environment for learning.</p> <p>Parents/Carers – Create professional relationships with parents/carers that develops a trust and confidence in the work of the school and the education provided to our pupils. In turn, establishing a strong reputation for the school within the community and beyond. It will be important to organise and conduct professional meetings with parents/carers as appropriate.</p> <p>Stakeholders – Build relationships with both internal and external stakeholders, ensuring governors are kept well-informed regarding curriculum development in your subject and year group. To support visitors to the school from the local authority, social care or other agencies.</p>

<p>Duties and responsibilities specific to the post.</p>	<ul style="list-style-type: none"> ● To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the area of SEND. ● To contribute to the achievement of the school’s improvement plan and its implementation. ● To plan and prepare high quality lessons and interventions. ● To contribute to the whole school’s curriculum planning activities. <p>Coordinator Responsibilities</p> <ul style="list-style-type: none"> ● Develop own expertise in the above subject areas. ● To keep abreast of the above subject areas through research, CPD etc. ● To act as a consultant to other staff, including the Headteacher. ● To produce in consultation with colleagues written policies and guidance; and lead staff in discussion of policy and guidance. ● To oversee the effective use of curriculum resources in the subject areas detailed above. ● Ensure legal compliance with statutory curriculum guidance in the above subjects. ● Coach colleagues to ensure good practice in the above subject areas. ● Monitor and assist in the evaluation of the delivery of the above subject areas across the school. ● Network and liaise with colleagues in other schools to ensure equity and continuity in the above subject areas.
<p>Employee Responsibilities</p>	<p>To fully support the mission statement, values and ethos of the school, demonstrating this commitment in everything that you do with pupils and colleagues.</p> <p>Elizabeth Woodville Primary School 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 an enhanced DBS check.</p> <ul style="list-style-type: none"> ● To work to the best of ability, to be diligent, honest and ethical in the performance of duties and to conduct personal and professional life in a way which seeks to uphold the school’s ethos and Teacher Standards ● To be aware of and understand our Equality and Diversity Policy and ensure at all times that the duties of the post are carried out in accordance with the Policy. ● To ensure compliance with all Health and Safety legislation and associated codes of practice and policies. ● Review and develop own professional practice, maintain effectiveness as a member of school staff by taking responsibility for own continuing professional development. ● Demonstrate a willingness to engage with further training and other opportunities to gain appropriate skills, knowledge and vocational or academic qualifications. <p>To understand and comply with relevant policies and procedures, including those relating to:</p> <ul style="list-style-type: none"> ● Child Protection ● Health, Safety and Security ● Code of Conduct ● Whistleblowing ● Confidentiality and Data Protection <p>To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document.</p> <p>In addition, the post is subject to compliance with:</p> <ul style="list-style-type: none"> ● School policies and guidelines on the curriculum and school organisation ● County policies ● National Professional Standards for Teachers ● National Standards for Subject Leaders ● The Conditions of Service for School Teachers in England and Wales and with locally

agreed conditions of employment

- Common core of skills and knowledge for the children's workforce.

The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document.

PERSONAL SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • National SENCO Award and/or evidenced SEND leadership experience 	<ul style="list-style-type: none"> • Evidence of further educational qualification and training • Willingness to undertake additional SEND specific training and qualifications
Experience	<ul style="list-style-type: none"> • Evidence of at least 3 years of high-quality teaching • Evidence of successful SENDCo leadership role • Ability to lead by example demonstrating highly effective classroom practice, which secured good or better progress for all children (SEND, PP vulnerable groups) • In depth experience and knowledge of supporting SEND needs in an education setting • Previous experience of working with SEND pupils over and above that expected of a classroom teacher • Experience of sharing SEND best practice with colleagues • Evidence of clear understanding of the SEND Code of Practice, graduated approach and current educational legislation • Evidence of using assessment (including specialist diagnostic testing) to influence provision for pupils (including planning, teaching and intervention) • Experience and understanding of multi-agency working • Experience of monitoring teaching and learning to secure improvement • Experience of monitoring the impact of whole school strategies and developing relevant action plans to improve practice • Ability to analyse a range of data sets in relation to individual pupils and school wide trends and provide accurate reports to the senior team • Experience of maintaining accurate and high quality records, ensuring timely distribution to relevant stakeholders • A thorough understanding of safeguarding and child protection procedures • Experience of building good relationships and providing high-quality support for parents • Evidence of effective working with governors including SEND reporting and monitoring 	<ul style="list-style-type: none"> • Evidence of securing consistently high standards for SEND pupils across a range of needs • Evidence of ongoing SEND professional development and own research which has informed SEND practices • Evidence of delivering SEND training within school and externally • Evidence of providing high quality feedback and coaching to support the development of individual practitioners • Experience of facilitating multi-agency meetings • An in depth understanding of how trauma and attachment impacts the development of children and its interaction with behaviour and SEND • An understanding of the disproportionate impact of exclusions for children with SEND and experience of implementing strategies to reduce the risk of exclusion for vulnerable children

Written Application	<ul style="list-style-type: none"> • Written for this post, well- constructed, clear and informative • Shows a clear understanding of the role of SENDCo • Provides a clear outline of your strategic approach to this role • Informed by current educational research 	<ul style="list-style-type: none"> • Shows clarity of thought and originality
Personal Qualities	<ul style="list-style-type: none"> • Ability to motivate and inspire pupils • Creativity, organization and an attention to detail • High levels of emotional intelligence and self-knowledge • Sound judgement, consideration for others and good communication skills • Experience of highly supportive teamwork and collaboration with colleagues • Good interpersonal skills and the ability to work effectively with a wide range of people across the organisation and external agencies and stakeholders • High level of discretion and confidentiality • Reliability, motivation, adaptability and resilience under pressure • Motivation to work with children and young people and their families • Ability to form and maintain appropriate relationships and personal boundaries with children and young people and their families • Have a willingness to demonstrate commitment to the values and behaviours of Elizabeth Woodville’s ethos • Commitment to safeguarding and promoting the welfare of children and young people • Willingness to undergo appropriate checks, including enhanced DBS checks 	<ul style="list-style-type: none"> • Evidence of commitment to the wider life of the school • A commitment to child centred planning and co-production • Having a solution focused approach to tackle challenges and create a culture of high expectations and support for children with SEND • A commitment to ongoing research in child development, pedagogy and SEND