



**CARDINAL HEENAN  
CATHOLIC HIGH SCHOOL**

**STRATEGIC SENDCO –  
LEADERSHIP TEAM  
CANDIDATE PACK**

# HEADTEACHER'S WELCOME

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Thank you for considering the position of Strategic SENDCO at Cardinal Heenan Catholic High School. I am delighted that you have taken the time to consider this post. If successful you will be joining a dynamic, diverse and passionately committed team of highly trained staff.

Our school mission is rooted in the values of Respect, Believe, Achieve, and we foster a community where everyone is respected and valued, nurturing the potential of each individual.

Guided by our Catholic faith, we inspire our pupils to embrace their individual God-given talents, to believe in themselves and their ability to make a positive impact. With a rich curriculum and a commitment to excellence, we empower our pupils to achieve their fullest potential in every aspect of their lives. Together, let us create an environment where respect flourishes, beliefs are strengthened, and achievements are celebrated. I would like to wish you the best of luck in applying for this role and look forward to receiving your application.

## Irish Blessing

*May the road rise to meet you.  
May the wind be always at  
your back. May the sunshine  
always warm your face, the  
rain fall soft upon your fields,  
and until we meet again may  
God hold you in the palm of  
his hand*

Warm regards,

*Ms K. Smyth*





# **STRATEGIC SENDCO – LEADERSHIP TEAM JOB DESCRIPTION**

**Required: January 2027**

**Salary: L6-14 depending upon experience**

**Location: Liverpool**

**Contract Type: Full Time**

**Contract Term: Permanent**

This is a new, enhanced role and therefore the Job Description is subject to continued review, however all responsibilities will be commensurate with the pay scale provided.

The responsibilities of the post are to be performed in accordance with the provisions of the most up to date edition of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document.

# OVERALL

## ROLE

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### **Primary Purpose and Scope of the Job:**

To uphold the Catholic mission and values of Cardinal Heenan at all times. The post holder will be a member of the Senior Leadership Team and provide leadership for whole school SEND and Inclusion strategy. The post holder will provide a clear strategic focus on inclusion and ensure a high-quality provision for pupils with special education needs and disabilities (SEND).

The post holder will lead and quality assure statutory compliance, including the strategic oversight of Education, Health and care Plans (EHCPs) and resource provisions, ensuring that systems, practice and outcomes meet both statutory requirements and the school's inclusive vision.

The postholder will have oversight and direction of interventions for vulnerable groups. The postholder will lead training for staff on SEND throughout the year and oversee the strategic management of the SEND resources in the school.

A key responsibility of the roles is to embed, monitor and quality assure the SEND provision across Key Stage 3-5, ensuring consistency, impact and continuous improvement. The postholder will play a central role in ensuring the school is inspection-ready, with robust evidence on inclusive practice aligned to the Ofsted framework.

You are required to carry out the duties of a teacher and to meet the Teachers' Standards as set out in the current School Teachers' Pay and Conditions Document.

You are required to meet the general expectations of a member of leadership as set out below:

- To uphold and develop the school's vision and values and be a role model at all times
- To play a key role in the school improvement, self-evaluation, planning and target-setting process
- To act as a leading professional and role model for the community, upholding and demonstrating the ethical standards of selflessness, integrity, objectivity, accountability, openness, honesty and leadership
- Model exemplary classroom practice when required
- To make an impactful contribution to the strategic direction and development of the school, including through the following key areas of responsibility

## **Improve Student Progress and Attainment Across Curriculum Areas:**

In order to achieve this, they will:

- Ensure assessment of needs
- Attend pupil progress panel meetings
- Liaise with Subject Leaders/departments regarding student achievement and progress
- Review student outcomes in order to inform discussions around the appropriate support and intervention strategies
- Advise line management and Governing Body of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency
- Maintain and develop resources, coordinate their deployment and monitor/track their effectiveness in meeting the key priorities of the school
- Coordinate all Annual Reviews and attend/chair when necessary

## **Strategy and Compliance:**

- Provide strategic leadership for inclusion and SEND as a core element of a whole-school improvement
- Contribute to the Senior Leadership Team, supporting the school's vision, values and strategic decision-making
- Lead the development, implementation and evaluation of the school's SEND and Inclusion strategy, ensuring alignment with whole-school priorities
- Ensure inclusive practice is embedded consistently across all phases and subjects
- Ensure full statutory compliance with SEND Code of Practice, Equality Act 2010 and all relevant legislation
- Provide strategic leadership and quality assurance of Education, Health and Care Plans (EHCPs), ensuring provision is appropriate, timely and impact-driven
- Ensure that statutory consultation, review timelines and access arrangements are met and implemented effectively
- Ensure the school's Accessibility Plan meets the requirements of the Equality Act 2010, is implemented effectively and reviewed regularly
- Work in partnership with the local area to implement local SEND strategy, promote the local offer and support pupils with SEND and their families to access appropriate provision
- Monitor, evaluate and report on the effectiveness of SEND and inclusion provision to SLT and governors
- Ensure the school is inspection-ready, with clear evidence of inclusive practice and positive outcomes for pupils with SEND
- Contribute to self-evaluation, school development planning and governance reporting in relation to inclusion and SEND
- Remain informed of national and local developments in SEND and inclusion and adapt practice accordingly

### **Quality of Provision:**

- Ensure high-quality, inclusive provision through strong systems, effective practice and robust quality assurance
- Strengthen whole-school systems for the early identification of SEND, including the use of screening and diagnostic assessments
- Lead and embed an effective graduated response at SEN support, ensuring robust assess-plan—do-review cycles
- Ensure that specialist advice is implemented effectively by the wider SEND team and that reasonable adjustments are made in line with statutory guidance
- Quality assure classroom practice, working closely with the Quality of Education team to ensure inclusive strategies and pupils passports are consistently implemented and impactful
- Support school to adapt teaching and learning through high-quality, evidence-informed inclusive practice
- Monitor the impact of interventions and provision using data and evaluation to inform next steps
- Work closely with the SENDCO team and examination officer to ensure access arrangements for internal and external assessment meets pupil's needs

### **Impact on Pupils:**

- Ensure strong outcomes, engagement and wellbeing for pupils with SEND
- Ensure that the work of the SEND team leads to improved academic, social and emotional outcomes for pupils with SEND
- Lead on identifying and addressing barriers to attendance, engagement and participation for pupils with SEND
- Work collaboratively with pastoral teams, families and external agencies to improve attendance, engagement and inclusion
- Promote inclusive approaches that support pupils' wellbeing, behaviour and sense of belonging within the school community
- Use pupil-level data, attendance information and qualitative evidence to evaluate impact and drive continuous improvement

### **Staff Leadership:**

- Support sustainable inclusion through effective leadership, collaboration and partnership
- Line manage relevant staff contributing to performance management and professional development
- Oversee resources provisions, ensuring effective deployment of staff, high-quality practice and positive pupil outcomes

- Foster strong partnerships with parents/carers and external professionals to support pupils with SEND effectively
- Lead and facilitate professional development for teachers related to inclusive practice, in conjunction with the Assistant Headteacher
- Lead and facilitate professional development for support staff, related to inclusive practice
- Provide professional guidance to staff to ensure good teaching for SEND pupils, through both written guidance and meetings
- To lead the appraisal process of TA's and HLTA's professional development, including whole school INSET provision
- Have strategic management of the deployment of TA's and HLTA's within school to secure the best outcome for pupils with SEND
- Provide regular information to the Line manager and Governing Body on the evaluation of the SEND provision in school

### **Safety and Safeguarding:**

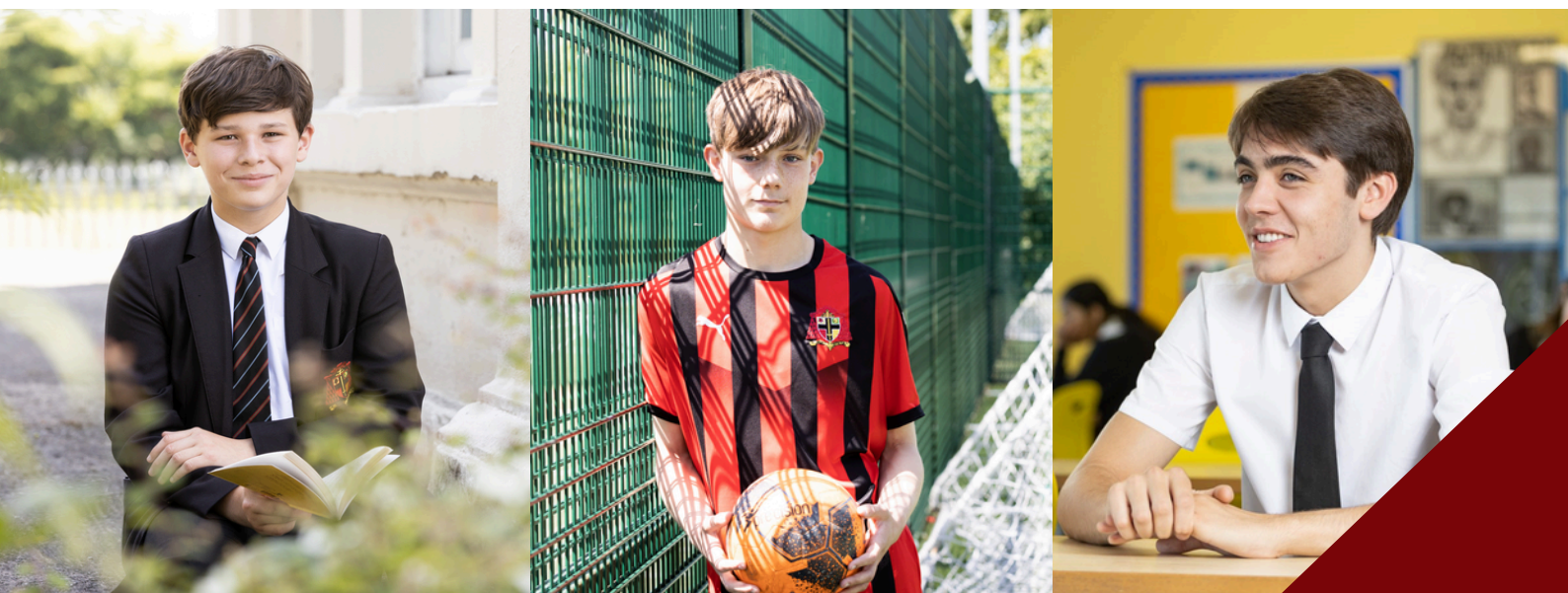
- To take all reasonable steps to ensure the Health and Safety of students and staff within the department
- To promote and safeguard the welfare of students in accordance with the school's child protection policy

Cardinal Heenan is committed to safeguarding and protecting the children and young people that we work with, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. The post holder will be required complete an enhanced Disclosure and Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK. We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practices across the school, this is in line with statutory guidance Keeping Children Safe in Education and the Education Act, we expect all staff and volunteers to share this commitment.



### **Review Arrangements:**

The details contained in this Job Description reflect the content of the job at the date it was prepared, it is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the postholder's professional responsibilities and duties. However, it is inevitable that over time, the nature of the jobs may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the school will expect to revise this Job Description from time to time and will consult with the postholder at the appropriate time.



## **Job Purpose:**

To provide strategic leadership of inclusion and SEND across the school, ensuring that all pupils, particularly those with SEND, benefit from a highly inclusive culture where pupils are well known, cared for and supported.

To lead a whole-school approach that ensures pupils with SEND:

- Access an ambitious and coherently designed curriculum
- Receive effective support precisely matched to their needs
- Develop confidence, independence and strong engagement in learning

## **Main Duties and Responsibilities:**

### **Strategic Leadership (SLT)**

- Contribute to whole-school leadership, improvement planning and self-evaluation
- Drive the school's inclusive vision, ensuring high expectations for all pupils
- Lead on removing barriers to learning, attendance and wellbeing
- Use whole-school data (attendance, behaviour, progress) to inform strategy
- Support the school's strong culture where pupils feel safe, valued and included

### **SEND Leadership & Provision**

- Lead and manage SEND provision in line with the SEND Code of Practice
- Ensure early and accurate identification of pupils' needs
- Oversee provision that is responsive, coherent and impactful
- Monitor outcomes and adapt provision so pupils:
  - Attend regularly
  - Engage positively
  - Make strong progress

### **Quality of Education**

- Ensure staff are well trained to adapt teaching so all pupils can access learning
- Promote high-quality teaching where:
  - Knowledge is built in small, well-sequenced steps
  - Assessment informs planning effectively
- Lead CPD to develop inclusive classroom practice across all department

## **Inclusion & Pastoral**

- Work closely with pastoral leaders to reduce barriers to attendance and behaviour
- Maintain a culture where clear expectations and respectful relationships underpin learning
- Support vulnerable groups including:
  - SEND
  - Disadvantaged pupils
  - SEMH needs
  - Looked After Children

## **Partnerships & Communication**

- Work effectively with families, external agencies and professionals
- Ensure a coordinated approach to support
- Develop strong transition arrangements (primary → secondary → post-16)

## **Safeguarding**

- Promote a culture where safeguarding is everyone's responsibility

## **Staff Leadership**

- Line manage SEND staff and Teaching Assistants
- Build a team culture aligned with the school's ethos:
- "Respect, Believe, Achieve"

Contribute to performance management and staff development

An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Management Review.

# PERSON SPECIFICATION

	Essential It is essential candidates can provide evidence of:	Desirable It is desirable candidates can provide evidence of:
Qualification	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree-level qualification</li> <li>• National Award for SENDCo (or willingness to achieve)</li> </ul>	<ul style="list-style-type: none"> <li>• Further leadership qualification (NPQSL/NPQH)</li> </ul>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>• Strong knowledge of SEND legislation and best practice</li> <li>• Understanding of how to:               <ul style="list-style-type: none"> <li>◦ Use data to improve outcomes</li> <li>◦ Remove barriers to learning and attendance</li> </ul> </li> <li>• Knowledge of adaptive teaching and inclusive pedagogy</li> <li>• Understanding of safeguarding and pastoral systems</li> </ul>	
Requirements	<ul style="list-style-type: none"> <li>• Strategic thinking and leadership</li> <li>• Ability to inspire, challenge and support staff</li> <li>• Strong communication and interpersonal skills</li> <li>• Ability to evaluate provision and drive improvement</li> <li>• Data analysis and target-setting</li> </ul>	
Planning and setting expectations	<ul style="list-style-type: none"> <li>• Successful teaching experience in secondary education</li> <li>• Experience of improving outcomes for pupils with SEND</li> <li>• Evidence of leading or contributing to whole-school improvement</li> <li>• Experience working with external agencies and families</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership experience within a department or whole school</li> <li>• Experience leading inclusion or SEND strategy understanding by relating their learning to real and work-related examples.</li> <li>• Understand the need to liaise with agencies responsible for students' welfare.</li> </ul>
Teaching and managing student's learning	<ul style="list-style-type: none"> <li>• Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.</li> <li>• Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.</li> </ul>	
Assessment and evaluation	<ul style="list-style-type: none"> <li>• Assess how well learning objectives have been achieved and use this assessment for future teaching.</li> <li>• Standardise assessments in line with whole school procedures.</li> <li>• Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress. Implement 'improvement time'.</li> <li>• When applicable, understand the demands expected of students in relation to the National Curriculum.</li> </ul>	
Student achievement	<ul style="list-style-type: none"> <li>• Secure progress towards student targets. (generated by SISRA)</li> <li>• Understand the significance of KS2 data and projecting this forward to ensure pupils make better than expected progress.</li> </ul>	
Relations with parents and the wider community	<ul style="list-style-type: none"> <li>• Know how to prepare and present informative reports to parents.</li> <li>• Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work-related examples.</li> <li>• Understand the need to liaise with agencies responsible for students' welfare.</li> </ul>	
Managing own performance and professional development	<ul style="list-style-type: none"> <li>• Commitment to inclusion and equity</li> <li>• High expectations for all pupils</li> <li>• Resilient, reflective and solution-focused</li> <li>• Strong moral purpose aligned with Catholic ethos</li> <li>• Ability to build positive relationships across the school community</li> </ul>	

<p>Managing and developing staff and other adults</p>	<ul style="list-style-type: none"> <li>• Establish effective working relationships with professional colleagues including, where applicable, associate staff.</li> </ul>	
<p>Managing resources</p>	<ul style="list-style-type: none"> <li>• Select and make good use of Class Charts, Microsoft Teams and other resources (ultimately keep up to date with new technology).</li> </ul>	
<p>Other attributes considered desirable at Cardinal Heenan High School</p>	<ul style="list-style-type: none"> <li>• Have a positive outlook in general.</li> <li>• A record of excellent attendance and punctuality.</li> <li>• Excellent written and oral communication skills, including appropriate ICT skills.</li> <li>• The ability to work, and contribute, effectively within departmental and Year-based teams.</li> <li>• Attend and contribute positively to Subject/Pastoral meetings.</li> <li>• The ability to work actively and effectively with parents, governors and other stakeholders.</li> <li>• Flexibility and a willingness to be involved in the life of Cardinal Heenan Catholic High School.</li> <li>• The ability to use own initiative and motivate others.</li> <li>• A commitment to teaching and lifelong learning, and a willingness to continue to further own learning through continuing professional development.</li> </ul>	
<p>Teacher</p>	<ul style="list-style-type: none"> <li>• Commitment to implement the School's Equal Opportunities Policies.</li> <li>• A developing range of successful teaching strategies.</li> <li>• A secure knowledge of the importance of data as a means both to measure and to extend progress.</li> <li>• A high level of organisational and planning skills.</li> <li>• The ability to create a stimulating visual environment for the classroom.</li> <li>• The ability to create a dynamic learning environment which values and enables everyone equally.</li> <li>• A commitment to the mission and aims of Cardinal Heenan Catholic School.</li> <li>• An awareness of equal opportunities.</li> </ul>	



# HOW TO APPLY

Apply directly via the school website  
<https://www.cardinal-heenan.org.uk/>

Closing date for applications: midday on Monday 22<sup>nd</sup> June 2026  
Interviews: Expected week commencing 29<sup>th</sup> June 2026

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