



SENCO Candidate Information
Starting in September 2026 (or sooner)
Salary: MPS/UPS + SEN allowance



Welcome from the Headship team

Thanks for taking the time to consider joining Childs Hill and Claremont Primary Federation. We hope you gain a sense of how we approach the education of our wonderful pupils here in NW2. Moreover, we hope you see yourself working with us and adding to our team of committed and talented teachers and support staff.

One of our four values is **collaboration** which stems from one of our four vision statements *it takes a school community to educate a child*. This has never been more true. Our pupils come to us with an incredibly diverse range of backgrounds and needs. In them we see and hear interests, enthusiasm, knowledge and skills. They don't all communicate this in the same way, they don't all learn in the same way, but what they all have is potential. **Inclusion** is another of our values, as is **excellence**, and this is where you come in.

If you believe that a good education is the key to successful futures and that providing it for all pupils is possible, then you will be supported to achieve this aim and rewarded by the outcomes of your work. Fittingly **ambition** is our fourth value and as leaders we hold ambition for our schools, our pupils but also our staff. Educators are superheroes who thrive on challenges but we recognise that they need support and development in acquiring their superpowers. We are a federation where we learn and together everybody is welcome.

If you like the look of what you have seen in these slides we are sure you will love our schools, we hope to hear from you soon.





CHC vision, values and ethos

- Excellence
- Inclusion
- Collaboration
- Ambition
- Every child needs a good education.
- Education should be of the whole child.
- It takes a school community to educate a child.
- Every child has great potential and deserves opportunity



A = Academic ME
B = Being ME
C = Creative ME

NO ONE left outside our curriculum offer



Pathways

Pathways, the Autism Resource Provision (ARP) at Childs Hill Primary School and Claremont Primary School.

For some children with autism, learning in a mainstream environment can be a serious challenge. Education in Pathways offers great flexibility, taking into account each pupil's developmental and emotional stages. Our carefully planned education programme inspires children to achieve their full potential through skilled teaching. This in turn develops confidence, curiosity and independent learning within a safe, supportive and inclusive environment.

Pathway's ARPs enrich the school's ethos because they enable all pupils in our school community to improve their understanding of diversity, differences and issues all children face in everyday life. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, visit and work in both of our schools.

As a community we look forward to celebrating the achievements of the children who join us in Pathways. Our school policies promote inclusion and diversity and recognise the impact of ASD on our pupils and their families. The school's policies and development plans reflect our duties under the Disability Discrimination Act and the inclusion framework. Please see our school website for more information and current policy overview.

Curriculum Information

We are inclusive schools that serve a vibrant and culturally diverse community. We have developed our curriculum to deliver our values - every child needs a good education; education should be of the whole child; it takes a community to educate a child and every child has great potential and deserves opportunity.

Our approach to education is guided by our curriculum design, this includes use of widely known strategies including Talk for Writing, White Rose and Read Write Inc. These we have been adapted by leaders, in partnership with teachers in all phases, for our children and our teaching. Large sections of our curriculum have been created and written by our staff. Our commitment to personal development, delivered through our Being Me curriculum, is an important and effective element of our teaching. Our wider Creative Me curriculum covers the remaining subjects and has been written to ensure coverage of the national curriculum whilst having cultural significance and a local community relevance for our pupils.

We teach in exciting and engaging ways with learning beyond the classroom for all ages. Trips and residential to give children opportunities and experiences throughout their primary school experience.

We are supported by sports coaches and musicians this means that all areas of the curriculum are delivered to a high standard and teachers get PPA covered effectively.

Senior and subject leadership is a strength and we retain a focus on the development of our teaching and learning. Evidence based research is the basis of our ongoing professional development for staff.



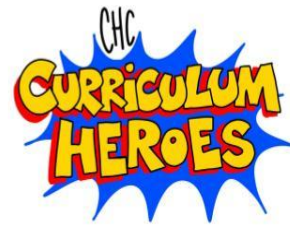
Immersion and engagement

Since our two school federated, providing us with the perfect opportunity to review our curriculum, we have constructed a 'blocked' model for the teaching of our Creative Me curriculum.

Curriculum Overview 2024-2025

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Art The wonderful world of Art Experiences with colour materials and techniques.	RE Holidays and celebrations Easter & Christmas Eggs and trees	Geography History of the world London, England & UK roads	History Living memories, me and my family - Toys (CCO)	Science Plants Cooking and growing	DT Cooking and baking community picnic (CCO)
Secondary Subject	Science /Art Them bones Skeletons & collage	D&T Moving coordination cards (Lever and sliders) (CCO)	History Unclewold New and Then all about the train	Geography Homes and houses around the world (CCO)	Art The Four Seasons Techniques with paint	RE Food in our religions (CCO)
Year 2	Geography The World A Journey to Brazil UK and South America	RE Sabbaths Christmas, Eid, Hanukkah Vaisakhi (CCO)	History UK Kings Great life of London Our city then and now	The Impressionists Colour and collage inc. Monet - artist study	Science Plants Growing up!	DT Construction Design, material and construction Free-standing structures - local playground design
Secondary Subject	D&T Mechanisms Carnival Time is Here! Carnival Party (Jellyfish and axes)	Art Divali Divas City modelling	Geography UK story London on the River UK maple trees	History Significant people Women who changed the world	RE Religion related Six faiths and core- environment	History Local history UK, up and down, flight
Year 3	History Invaders and Settlers The Roman Empire & Anglo-Saxons	Geography Great Britain UK and Spain, agriculture and food (CCO)	History Invaders and Settlers The Vikings	RE Islam, Christianity & Hindu Haramah (CCO)	DT Mechanisms and Invention Moving books and toys Design, make and evaluate	Art The Surrealist movement and post war art Sculpture
Secondary Subject	RE Jabariyah stories and habits Habitat cards local and where do we come from?	DT Cooking and Nutrition Healthy recipes local and recipes, where do we come from?	Art Portraits Line drawings and four faces sketching & Articolle	Geography Local and UK stories Land and sea stories Local stories (The Riverhouse etc)	Science Forces and magnet	Geography UK and European stories containing maps, compass etc
Year 4	History Ancient civilisations The Ancient Greeks	Science States of matter	DT Textiles Knitting and Sewing Traditional crafts (CCO)	Geography UK and Europe Physical geography and natural features UK and abroad	History UK and European modern history WW2 - The Battle of Britain	Art Artist study Henry Moore Drawing techniques - pencils, charcoal and pastels

Pupils are immersed in the knowledge, skills, vocabulary and creative opportunities of a primary subject for a half term block. In order to ensure prior learning is revisited each primary subject is paired with a half termly secondary subject. The outcome is that we find our pupils know and remember more. The understand individual subject concepts better, gain more subject knowledge and develop cross curricular links in their learning. Giving longer to blocks of learning of one subject has really worked for our pupils and we are proud of the results.



We understand the importance of teaching children transferable skills that each pupil is able to apply in a range of contexts as they progress through the Key Stages.

That is why we have introduced CHC Curriculum Heroes that introduce skills taught in all subjects in primary school. Each character has a list of skills, which relate to their subject, that teachers cover in their lessons across the year. These heroes are often used to explain the relevance of our Learning Intentions and you can see them on slides, around classrooms and in books.

Having these Curriculum Heroes makes learning more enjoyable and introducing them in lessons helps learners understand what skills are being taught in lessons, evaluate their own learning and apply these skills to their independent work.

SENCO Job Description & Person Specification

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Salary Range	MPS/UPS + SEN allowance
Responsible to	Principal

Purpose of Job:

To play a major role under the direction of the Principal and Vice Principal in leading the inclusion team so as to secure high expectations, effective deployment of resources and improved learning outcomes for all pupils. To ensure compliance with statutory SEND requirements and the SEND Code of Practice 2015 and relevant legislation.

Key Accountabilities/Duties & responsibilities:

The SENCO will under the direction of the Principal and Vice Principal will:

- To act as SENCO for the school to lead and manage the inclusion team including specialist SEN teachers, SEN support staff and other professionals who work in our school.
- Realising the vision, values and aims of the school through robust school self evaluation clear school improvement planning and strong professional practice
- To work alongside other leaders and advisory staff involved in supporting the development of inclusive practice across the school and monitoring progress
- Implementing child protection policy and procedures and ensuring all children are safeguarded
- Attendance at a range of child protection/safeguarding meetings as required
- Lead, chair and coordinate our Vulnerable Children and Families meetings ensuring that actions are recorded and followed up
- To work alongside colleagues to support, train and ensure quality first teaching and specialist support as deemed suitable
- To work closely with curriculum leaders to make sure that the curriculum is relevant, accessible and engaging for all pupils
- Liaising with the Admissions Officer on aspects of Admissions (including new arrivals), EAL data and other emerging trends

Your immediate responsibility is to the Principal.

SENCO Job Description & Person Specification

Specific Managerial Responsibilities:

Inclusion

As SENCO and a member of the School Leadership Team you will contribute to the development of strategies, policies and practices aimed at raising standards of attainment and achievement throughout the school.

- This includes taking a clear strategic lead on ensuring the Pupil Premium raises standards in the school and narrows the gap for those vulnerable groups.
- To provide regular progress updates to SLT in relation to Inclusion, SEN and pastoral care to ensure we are fully aware of all associated successes, issues and concerns.
- Liaise with the Trust or SEN governor keeping him/her informed of Education Health Care Plans, Inclusion Action Plans and EAL Action Plans providing information to inform decision-making and policy review.
- To assist with the formulation, communication and monitoring of the School Improvement Plan, particularly in relation to inclusion, ensuring concerns and ideas are considered, and that all staff understand our priorities and the part they play in achieving these.
- To regularly update and monitor the effectiveness of our Inclusion and safeguarding policies including SEN, Behaviour, Safeguarding and Equality Plan
- To lead on aspects of the School Improvement Plan.
- To play a significant role in training and coaching colleagues.

Leading Learning and Teaching

- To develop, with colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupil needs.
- Team-teach as required to support children's access to an appropriate curriculum. To deliver small group tuition for pupils identified as requiring extra provision.
- Monitor pupil achievement and set targets for improvement so as to raise standards of pupils' learning and achievement. This will involve using Target Tracker database tracking systems, including maintaining provision mapping for the school.
- To maintain good partnerships between parents and school and liaise effectively with external agencies so as to promote and secure maximum support for pupil learning.

Behaviour management

- To make sure that support, provision and supervision is of a high standard throughout the day including lunch times and playtimes.
- Ensure that all staff know, understand and implement policies relevant to the role, including inclusion, behaviour and anti-bullying and equalities and to keep these policies under review.

SENCO Job Description & Person Specification

Specific Managerial Responsibilities:

Developing Self and Working with Other

- Demonstrate resilience and resourcefulness
- Take responsibility for own professional development and attend and participate in relevant training, sharing the knowledge and ideas gained with colleagues
- To offer advice and support to teaching colleagues regarding their training needs, in line with priorities set out in the Academy Improvement Plan, including planning and leading training and development opportunities related to the inclusion.
- To be committed to own professional development. Implement successful performance management processes with allocated team of staff
- Treat people fairly, equitable and with dignity and respect to create and maintain a positive school culture
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Develop and maintain a culture of high expectations for self and others
- To undertake annual Performance Management, setting and agreeing targets linked to school improvement priorities with the Leadership Team

Strengthening Community

- To work in partnership with other leaders to ensure the school develops and maintains strong relationships with parents and carers.
- To encourage parents to support their child's learning through attendance at school events and organising relevant workshop/drop-in sessions.
- Work with a diverse community to ensure parents and carers are supported to access relevant advice, guidance and services.

Person Specification

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

	Essential	Desirable
<ul style="list-style-type: none"> • Qualified Teacher Status • NPQ SENCO qualification or imminent assessment to achieve qualification 	<ul style="list-style-type: none"> ✓ ✓ 	
Relevant Experience		
<ul style="list-style-type: none"> • Strong knowledge of SEND and a commitment to inclusive education • Substantial and successful experience of teaching SEND pupils • Experience of working with teams in planning the delivery of strategic objectives • Experience of leading people and teams in delivery of high quality teaching and learning • Experience of training and developing people • Experience of presenting and reporting orally and in writing to a very high standard • Experience of using data to identify insights and subsequent actions 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	
Knowledge & Skills		
<ul style="list-style-type: none"> • Substantial understanding of the SEND and inclusion landscape, including mental health, behaviour, exclusions and attendance • Understanding of effective inclusive practice in schools for pupils with autism • Excellent interpersonal skills, including the ability to inspire, motivate, coach, convince, persuade, support and direct people • Excellent communication skills to meet the requirements and demands of the role – written, presentational, negotiation and conversational skills • Demonstrable evidence of commitment to roles and proven ability as a teacher • Ability to interpret, model and articulate a strong strategic vision for SEND and inclusion and seek continuous improvement • Ability to challenge and support colleagues to improve provision and practice • Strong leadership skills, including the ability to both lead and support • Self-motivator who is able to demonstrate high levels of self-discipline, initiative and who is able to manage to strict and demanding deadlines • High standards of professional integrity, whilst being resilient, determined and confident • Ambitious, driven and energetic • Visible, approachable and accessible 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	

Criteria	Essential	Desirable
Values		
<ul style="list-style-type: none"> • Personal alignment with the Federation ethos @ CHC high aspirations and expectations of self and others • A deep and relentless commitment to the principles of inclusion and equality • Genuine passion and belief in the potential of every student • Motivated to continually improve standards and achieve excellence above norms • Self-critical, reflective and professionally curious 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	

Why work with us?

CHC federation are happy schools and you will be working with wonderful engaging children. You will be supported by

- A strong Leadership team across both schools with an open door policy
- A restorative ethos which is more than just a policy document, this is a safe and secure place to teach where people are heard.
- Supportive colleagues, a healthy workplace culture.
- A workplace that recognises that all staff, whatever their role are equally valued and contribute to the success of the schools
- Continuous professional development opportunities and access to trust wide opportunities
- Both schools were inspected by Ofsted in 2024 - Good
- PPA protected and supported by senior management, joint cross federation planning is facilitated helping to manage workload and utilise strengths and interests
- A very strong commitment to our community and rewarding opportunities to be involved in community events, such as firework nights and summer festivals
- We are minutes from Kings Cross by Thameslink from Cricklewood
- We are within the Brent Cross Town regeneration area - one of London's largest and most exciting regeneration projects which will deliver accommodation, sports facilities, restaurants and retail outlets to the community in the years ahead.
- Close to one of the largest David Lloyd gym and fitness suites in London
- A range of employee benefits including access to
 - Tea, coffee and milk supplied in our staff rooms
 - techscheme.co.uk
 - cyclescheme.co.uk
 - my gym discounts
 - Blue light card
 - Beyond card
 - Citysave credit union
 - Eye care vouchers
 - Free flu jabs
 - Employee assistance programme

Feedback...don't just take our word for it...

*The ethos of the Leadership Team is clear. Staff work hard but they know that everything they do is for a purpose. They are embedding skills in young people that will enable them to be successful in later life. **IQM Inclusive Schools Award, June 2024***

*Standing by the school gates you quickly realise this is a very 'special' school. The ethos radiates out into the street, where on a sunny London morning parents, teachers and children chatter, relaxed in the knowledge that children are safe in an environment that cares deeply about their wellbeing and progress. **IQM Inclusive Schools Award, June 2024***

*The school community is highly valued by pupils, staff, and families. The community council is a strong pupil and parent group who work together for the school, and the local community and beyond. For example, the pupil 'eco councillors' wrote a letter to a local company for a donation of plants. Following their success, they planted flowers in the local community. Parents and carers appreciate the care and regular communication of the school. **Ofsted Report***

*Pupils enjoy school and they are enthusiastic to learn. Teachers have a secure knowledge of the subjects that they teach. In class, teaching engages pupils and sparks their imagination. Pupils show a strong understanding of key knowledge, for example significant periods throughout history, such as the Roman Empire and the Anglo-Saxons. **Ofsted Report***

Pupil voice "I love the trips, my teachers and my friends" "I love that there are lots of celebrations like black history month where we invite our parents to show what we have learned" "I love that they make the lessons good, like you learn and have fun at the same time"

Parental voice: "they are an outstanding school and work holistically with families and children to create the best overall environment for the pupils" "Thank you very much for the amazing work you all do everyday"

Find out more, how to Apply and the interview process

If you want to know more please get in touch to arrange a visit or informal conversation. We would love to show you our school in action.

Completing your application: Please read the details carefully and complete all the information requested. Please enclose a letter of application/personal statement with your application form.

CVs will not be accepted.

Please send your completed application form to head@claremontprimary.org the closing date is Monday 11 May 2026 @ noon

Interviews will be held on Friday 15 May 2026

*Although this is our intended interview date, in certain circumstances this may be subject to change

Interview process: Candidates successfully shortlisted will go through a robust interview process and may be asked to do a combination of activities ie, a task, a lesson observation and interview. Further details will be provided if you are invited to interview.

Special Requirements: If you require any special arrangements to be made in order to take a full part in the interview, please contact us.

References: As part of Safer Recruitment Checks references will be taken up immediate for all shortlisted candidates. Please ensure you have received consent to include details of your referees.

Equality

The Elliot Foundation Academies Trust (TEFAT) is committed to developing, maintaining and supporting a culture of equality and diversity across all aspects of the Trust's work. The Trust aims to create an environment in which all employees, pupils and stakeholders are recognised as being of equal value and are able to grow and develop through equality of opportunity.

Safeguarding

Safer Recruitment: We are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment and behave in a way which reflects this. Appointment to this post will be subject to satisfactory safeguarding pre-employment checks, including a Barred List check, Disclosure and Barring Service check and references. This post is exempt from the Rehabilitation of Offenders Act 1974. Therefore we are permitted to ask job applications to declare all convictions and cautions on a self declaration form in advance of attending interview (including those which are "spent" unless they are "protected" under the DBS filtering rules). This is to assess a candidates suitability to work with children.

Please note, it is a criminal offence to apply for this post of employment if you are barred from working with children and young people.

GDPR

The Trust abides by UK data protection laws, including the Data Protection Act 2018 (DPA) and the General Data Protection Regulation 2018 (GDPR), in its handling of personal information. We aim to ensure our employees are acting in accordance with these laws, the relevant regulatory guidance and best practice. This policy regulates the way in which the Trust obtains, uses, holds, transfers and otherwise processes personal data about individuals and ensures all of its employees know the rules for protecting personal data. Further, it describes individuals' rights in relation to their personal data processed by the Trust.