



SENCO – 1 day a week (flexible)

Application Pack

Location:

- Little Sutton C of E Primary School. Berwick Road, Little Sutton, Ellesmere Port, CH66 4PP
- Clutton C of E Primary School, Broxton Road, Clutton, Cheshire CH2 9ER

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Advert for SENCO

Employer: The Samara Trust

Pay scale: UPS

Location: Clutton Church of England Primary School and Little Sutton Church of England Primary School

Contract: Temporary - one year's contract

Working Pattern: Part Time

Hours: 1 day, 0.2

DBS Check: Enhanced

Closing Date: 12noon Friday 13th June 2025

Required for 1st September 2025

The Trustees are seeking to appoint an inspirational and highly motivated SENCO. The successful candidate will work closely with the Senior Leadership Team and colleagues in both schools in promoting inclusive practice, in which the interests and needs of pupils with SEN are at the heart of all actions. The successful candidate will demonstrate clear leadership and vision and the ability to develop strong and positive relationships with colleagues and stakeholders. They will be an excellent communicator who can inspire, challenge and motivate. You will require drive, ambition and resilience.

This is an opportunity to make a real impact in The Samara Trust. If this sounds like the role for you and you are ready to take advantage of a new challenge, then we would be delighted to hear from you.

If you require further information regarding the post or wish to make an appointment to visit the schools, please contact Mrs Elle Wilson, admin assistant at Little Sutton Church of England Primary School.

admin@littlesutton.cheshire.sch.uk

0151 312 8338

Closing date for applications 12noon Friday 13th June 2025.

Interviews will take place on Wednesday 18th June 2025.

The Samara Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The successful applicant must have enhanced DBS disclosure and satisfactory references. The Samara Trust is an equal opportunities employer.

How to apply

To apply for this position please email admin@littlesutton.cheshire.sch.uk for an application pack.

Email completed forms to admin@littlesutton.cheshire.sch.uk

and should be addressed to the Executive Principal Mrs Zoe Carciero.

Invitation from Mrs Zoe Carciero, Executive Vice Principal

The Samara Trust is seeking to appoint a motivated, knowledgeable SENCO to work across both schools.

Little Sutton C of E Primary School is a one-form entry, primary school of 158 pupils and 15 staff serving a local community in Ellesmere Port. Clutton C of E Primary School is a small, rural primary school based outside Chester with 49 pupils and 11 staff. Both schools have been judged as 'good' by Ofsted.

The new SENCO will work collaboratively over both schools. The post is for one day a week and this day is flexible.

This person must have:

- Experience of working with children with SEN
- Knowledge of the SEN Code of Practice
- The ability to lead staff in developing their knowledge and expertise in working with SEN children
- The ability to support teachers to develop learning programmes for pupils with SEN
- Good communication skills and an ability to work within a team and enable liaison with a variety of external agencies
- A commitment to closing the gap in attainment for vulnerable pupils
- The ability to develop good relationships with children, staff, parents.
- Lots of energy and enthusiasm.

In return, we offer you the opportunity to work within our Trust alongside hardworking and skilled staff and a supportive leadership team. This is an opportunity to have a real impact in both schools that are well placed to improve further and to make a significant contribution to the life chances of fantastic children who are all keen to learn and for whom educational opportunity is crucial.

The application process and timetable

You are invited to complete an application form and covering letter for this post.

Closing date for application forms and covering letter: 12noon Friday 13th June 2025.

Shortlisting: Monday 16th June 2025.

Interviews: Wednesday 18th June 2025.

Commencement of post: 1st September 2025.

Full details of the interview programme will be provided to those shortlisted to attend for interview.

The Samara Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are required to complete and return the Equal Opportunities Monitoring form.

Completed application form, covering letter and Equal Opportunities form should be sent to admin@littlesutton.cheshire.sch.uk.

The Samara Trust
SENCO Job Description

Job Purpose: Strategic development of the Trust's Special Educational Needs (SEN) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN pupil achievement.

Areas of responsibility and key tasks:

- Put provision in place to ensure that progress of pupils with SEN improves relative to those without SEN.
- Ensure that the school carries out its statutory responsibilities regarding all students with an Education Health Care Plan (EHCP).
- Support all staff in understanding the needs of SEN pupils.
- Monitor progress towards targets for pupils with SEN.
- Analyse and interpret relevant school, local and national data.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.

Teaching and Learning

- Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN.
- Work with staff to develop effective ways of bridging barriers to learning through:
 - assessment of needs
 - monitoring of teaching quality and pupil achievement
 - target setting – EHCPs, or Provision Maps
 - keeping accurate records.
- Collect and interpret specialist assessment data to inform practice.
- Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies.
- Work with all staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.

Leading and managing

- provide professional guidance to staff to secure good teaching for SEN pupils, through both written guidance and meetings;
- advise on and contribute to the professional development of staff, including whole school INSET provision;
- provide regular information to the Executive Principal, Governors and Trustees on the evaluation of SEN provision.

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Effective deployment of staff and resources

- advise the Executive Principal of priorities for deployment of staff, and utilise resources with maximum efficiency;
- maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies;
- work with external agencies to maximise resources made available.

Other professional requirements

- Co-ordinate all Annual Reviews.
- Attend Year 6 Annual Reviews for primary pupils with EHCPs to help facilitate continuity and progression through the development of a transition programme.
- Exercise a key role in assisting the Executive Principal and Governors with the strategic development of SEN policy / provision.
- Undertake such reasonable activities that the Executive Principal and Trustees may from time to time require.

Person specification: SENCO

	Essential	Desirable
Qualifications & training	The SENCO must: <ul style="list-style-type: none">• have Qualified Teacher status• have evidence of continuous participation in in-service development and a commitment to further professional development	The SENCO might also have: <ul style="list-style-type: none">• a qualification for the assessing and teaching of pupils with specific learning difficulties
Experience	The SENCO must: <ul style="list-style-type: none">• be a qualified teacher with at least three years' experience• have experience of teaching in a Primary School• have experience of working successfully and co-operating as a member of a team• have experience of leading training of other teachers• have experience of setting targets and monitoring, evaluating and recording progress	In addition, the SENCO might have experience of: <ul style="list-style-type: none">• working within a Senior Management Team• experience of EYFS, KS1 and/or KS2 Assessment• dealing successfully with challenging and sensitive situations in a primary school setting
Professional Values	The SENCO will have the ability: <ul style="list-style-type: none">• to establish and maintain excellent professional relationships with pupils, parents and colleagues• to set high expectations of all pupils and be committed to raising educational achievement• to adopt a flexible approach to working, especially when working across two schools• to maintain confidentiality	

Knowledge and understanding	<p>The SENCO will have knowledge and understanding of:</p> <ul style="list-style-type: none"> • the statutory requirements of legislation concerning Safeguarding, including Child Protection, Equal Opportunities, Health & Safety and SEN • the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) • the SEN Code of Conduct and its practical application strategies for meeting the SEN of pupils in a mixed ability classroom • behaviour management techniques for groups and individuals • planning and implementing an effective teaching programme including the monitoring, assessment, recording and reporting of pupils' progress • the positive links necessary within school, a child's home and external agencies • effective teaching and learning styles • how to establish an effective rapport with children which is based on high expectations and establish a purposeful learning environment where all pupils feel secure and confident • how to use ICT effectively as an integral part of teaching and learning 	<p>In addition, the SENCO might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> • using comparative information about attainment • using the Cheshire West Hub for EHCP applications and annual reviews • the role of external services that support the provision for SEN pupils within schools
Skills	<p>The SENCO will be able to:</p> <ul style="list-style-type: none"> • promote both the schools aims positively, and use effective strategies to enhance motivation and morale • establish and develop a sound professional relationship with a class and groups of pupils • demonstrate excellent teaching and learning skills and be able to create a positive, challenging and effective learning environment 	<p>In addition, the SENCO might also be:</p> <ul style="list-style-type: none"> • confident in the use of information technology • good at influencing and negotiating with others

	<ul style="list-style-type: none"> • organise and sustain systematic support from a variety of providers for a range of SEN • advise and motivate teaching staff with SEN initiatives • present clearly a wide range of specialised information to both educationalists and non-educationalists • make consistent judgements based on careful analysis of available evidence • develop excellent professional relationships within a team • establish and develop appropriate relationships with parents, governors and the community • present and communicate effectively to a variety of audiences • develop policy 	
Personal characteristics	The SENCO should possess: <ul style="list-style-type: none"> • the ability to address challenging issues with clarity of purpose and diplomacy • Excellent inter-personal skills 	
	They should also be: <ul style="list-style-type: none"> • knowledgeable and highly competent • approachable and empathetic • creative and enthusiastic • organised and resourceful • intelligent and reflective • committed 	
Special requirements	The SENCO MUST: <ul style="list-style-type: none"> • be willing to undergo a Disclosure and Barring service check 	

The Samara Trust brings together a variety of different schools to work together, supporting each other to create improved outcomes for our pupils in ways that would be far more challenging if we tried to do them by ourselves. We have joined together to create a collaborative solution for ourselves, a solution which gives us and schools who join us a greater sense of their place in the world.

Our priority is to provide sustainable school to school support and take full advantage of the breadth and expertise that already exists in our member schools. With that in mind we have prepared a trust development plan which highlights opportunities to work together to improve our individual schools and the experiences of our children. More information is available on our Trust website. www.thesamaratrust.co.uk