

**Special Educational Needs Co-Ordinator**

**(SENCO)**

Highfield School

Application Pack

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Welcome Letter

Dear Applicant

Highfield School are seeking to appoint a full time Special Educational Needs Co-ordinator (SENCO), whose main purpose will be to:-

* Determine the strategic development of special educational needs (SEN) policy and provision in the school
* Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
* Provide professional guidance to colleagues, working closely with staff, parents and other agencies
* The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document.

The successful candidates should be:

* committed to providing the best opportunities and ensuring outstanding outcomes for learners;
* an ambitious team player with excellent interpersonal skills;
* able to maintain a positive approach when faced with challenges;
* able to motivate, inspire and encourage learners to strive for excellence in all areas.

You will join a team of hardworking, friendly and committed staff, governing body and engaged parents. We offer a well-resourced environment and good opportunities for professional development.  You will be motivated by your belief that every child can achieve and that their potential needs to be stretched and challenged.

A four day week may be considered pro rata Mon to Thurs for the right candidiate.

I look forward to hearing from you and welcome you contacting me in advance of your application should you require any further information.

Yours faithfully,

Mrs Rebecca Thompson

Headteacher

The School

The Governors, Staff and Students at Highfield School share the vision to develop an outstanding school to cater for those vulnerable young people with special educational needs who require an environment which nurtures and develops their skills and talents, celebrates their individuality and supports them to become as independent as they can be and prepared for the next stage of their lives.

Our school motto, **Maximising Potential for Confident and Independent Futures**, really reflects the aspirations of our young people and the staff work tirelessly to ensure that every student has as broad a range of opportunities as possible and is challenged to be the best they can be whilst they are here at Highfield. We accept no barriers to learning, hold the highest aspirations and expectations for all our students and receive great support from our parents who are positive about the school and the progress their young people make over time over time.

Highfield is a school which caters for students with severe and complex learning difficulties and autistic spectrum conditions. In KS3 and KS4 we currently have 161 students. In KS5 (Post16) we have 49 students.

Additionally, a significant number of our learners have associated complex needs relating to visual, hearing and speech impairment, social and emotional difficulties, communication difficulties, a range of chromosomal difficulties and in some cases, physical difficulties. All our learners have an Education Health and Care Plan and are drawn from the whole of the Wakefield district and beyond. The vast majority of the students are provided with transport to and from school.

The development of our fantastic green field site in the past 3 years has seen the inclusion of a purpose built Post 16 facility, a sensory room, a library, a fitness suite and the refurbishment of the main entrance, administration office spaces and our Emotional Health and Well- being area. We also have a wide range of outdoor facilities including a wildlife area which supports our Forest School status, a poly tunnel for horticulture, Animal Unit and well maintained sports facilities that contribute to the positive learning experiences of our students. Visitors to our school comment very positively on the warm welcome they receive and the quality of the provision, as well as the outstanding attitudes and behaviour of our fantastic students, of whom we are very proud.

We have a large, well-qualified and committed staff group who work very effectively in teams. All staff members are well supported through supportive appraisal processes to improve their practice and are encouraged to develop professionally. There are clear progression pathways identifiable within the school.

The school has grown significantly during the past five years and has made substantial changes to its model of leadership and curriculum in order to better meet the needs of our pupils. Our most recent Ofsted, in June 2018, found that the school was Good overall with outstanding personal development, behaviour and welfare.

Job Description

Job title: SENCO

Salary: L7-9

**Hours:** 27.5 hours per week

**Contract type:** permanent

**Reporting to:** Headteacher

Main purpose

* Determine the strategic development of special educational needs (SEN) policy and provision in the school
* Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
* Provide professional guidance to colleagues, working closely with staff, parents and other agencies
* The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document.

**Duties and responsibilities**

* Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
* Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
* Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
* Maintain an up-to-date knowledge of national and local initiatives which may affect the school’s policy and practice
* Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

**Operation of the SEN policy and co-ordination of provision**

* Maintain an accurate SEND register and provision map
* Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
* Advise on the use of the school’s budget and other resources to meet pupils’ needs effectively, including staff deployment
* Be aware of the provision in the local offer
* Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
* Be a key point of contact for external agencies, especially the local authority
* Analyse assessment data for pupils with SEN or a disability
* Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

**Support for pupils with SEN or a disability**

* Identify a pupil’s SEN
* Co-ordinate provision that meets the pupil’s needs, and monitor its effectiveness
* Secure relevant services for the pupil
* Ensure records are maintained and kept up to date
* Review the education, health and care plan with parents or carers and the pupil
* Communicate regularly with parents or carers
* Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
* Promote the pupil’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
* Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

**Leadership and management**

* Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
* Prepare and review information the governing board is required to publish
* Contribute to the school improvement plan and whole-school policy
* Identify training needs for staff and how to meet these needs
* Lead INSET for staff
* Share procedural information, such as the school’s SEN policy
* Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEN or a disability
* Lead and manage teaching assistants working with pupils with SEN or a disability
* Review IEPS on an ongoing basis

Other areas of responsibility

* The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.
* Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

**Whole-school organisation, strategy and development**

* Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, to support the school’s values and vision
* Make a positive contribution to the wider life and ethos of the school
* Work with others on curriculum and pupil development to secure co-ordinated outcomes

**Health, safety and discipline**

* Promote the safety and wellbeing of pupils
* Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
* Foster independence, resilience and strength of character

**Professional development**

* Take part in the school’s appraisal procedures
* Take part in further training and development to improve own teaching
* Where appropriate, take part in the appraisal and professional development of others

**Communication**

* Communicate effectively with pupils, parents and carers routinely through a range of media

**Working with colleagues and other relevant professionals**

* Collaborate and work with colleagues and other relevant professionals within and beyond the school
* Develop effective professional relationships with colleagues

**Personal and professional conduct**

* Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
* Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
* Understand and act within the statutory frameworks setting out their professional duties and responsibilities

**The employment checks are required:**

* Evidence of entitlement to work in the U.K.
* Childcare Disqualification Declaration (where applicable)
* Evidence of essential qualifications – see page 1 of this job specification
* Two satisfactory references
* Confirmation of medical fitness for employment
* Registration with appropriate bodies (where applicable)
* Enhanced DBS Disclosure

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at intervals and it may be subject to modification or amendment at any time after consultation with the post holder of the post.

Post Specification

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| Criteria | Qualities |
| **Qualifications and training** | * Qualified teacher status
* National Award for SEN Co-ordination, or be working towards gaining
* Degree
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| **Experience** | * Teaching experience
* Experience of working at a whole-school level
* Involvement in self-evaluation and development planning
* Experience of conducting training/leading INSET
* Line management of staff delivering interventions
* Experience of writing effective IEPS and supporting colleagues to write effective IEPS
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| **Skills and knowledge** | * Sound knowledge of the SEND Code of Practice
* Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies
* Ability to plan and evaluate interventions
* Data analysis skills, and the ability to use data to inform provision planning
* Effective communication and interpersonal skills
* Ability to build effective working relationships
* Ability to influence and negotiate
* Good record-keeping skills
* Effective provision mapping
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| **Personal qualities** | * Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school
* Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability
* Ability to work under pressure and prioritise effectively
* Commitment to maintaining confidentiality at all times
* Commitment to safeguarding and equality
* Commitment to improving outcomes for pupils with SEND
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How To Apply

To apply please complete our application form, preferably completing it electronically.

Please ensure that you have addressed the requirements of the job description and person specification within the application form.  Please pay particular attention to the 'Information to support your application' section, using this to demonstrate how your experience, skills and abilities match our requirements for this post.  This statement should be no more than 2 sides of A4, font size 11.

Please note CVs will not be considered and should not be included. References will be requested for all short-listed candidates prior to the interview.

Applications should be forwarded to Ms P Sayle, Business & Operations Manager by post or electronically to psayle@highfield.wakefield.sch.uk, to reach us no later than 1pm on Wednesday 1st October 2025.

Applicants selected for an interview will be informed by email. The interviews are scheduled for Friday 10th October 2025. Further details will be provided to successful applicants along with the interview letter.