SENDCo Administrator and General Administrative Assistant

Salary range £27,254 - £29,539 FTE per annum (Actual £18,498 - £20,050) + Benefits

38 weeks – 30 hours per week (5 days per week)

Required for: ASAP

Closing date: 21 April 2026

Interview date: 27 April 2026

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Welcome from Nigel Wright, Headteacher

Welcome and thank you for your interest in working with us at Oakmoor School. **We are a growing school and need to expand our team.**

If the following interests you then do keep reading…

- An additional week holiday at October half term. You will never work more than 7 weeks in a row.
- Centralised detentions
- Significantly under directed time
- Supportive SLT who are present around school every lesson every day

Oakmoor is new, state of the art secondary school situated in a 22 acre tree lined site on the edge of the South Downs National Park.

We are a friendly, vibrant school with high standards and expectations. We pride ourselves on knowing every young person as an individual and challenging each of them to have the highest possible aspirations.

We are a highly collegiate staff with high expectations of ourselves and each other. You will be joining a team of like-minded, high calibre colleagues, who strive to provide the best education possible for our students. It is an exciting time to be joining our vibrant school where all staff are valued and their contribution to the organisation is recognised.

Teachers are very well supported by an excellent professional support team who share our goal of every child achieving their very best, whilst enjoying a rich and varied curriculum and plenty of opportunities to excel outside the classroom.

Students at Oakmoor display excellent behaviour in lessons and around the school. Teachers plan highly engaging lessons tailored to the needs of our students and enabling high levels of progress. Students benefit from a wealth of extra-curricular activities, including trips and visits, to enrich their experience at our school.

Our Plan-Deliver-Assess focus means that we have stripped away unnecessary bureaucracy and meetings allowing teachers to spend time on the 3 most important parts of their role. Teachers have time to plan great lessons, enjoy delivering their lessons and assess progress efficiently to inform the next stage of their planning to meet student need.

Our assessment policy focuses on feedback that is impactful, maximising students' effort and enhances learning. The traditional picture of marking has been replaced by a much more dynamic and interactive process, whereby students are involved in marking and responding to feedback, teachers give whole class feedback, and where assessment is undertaken in order to support student learning and facilitate progression. Every teacher has saved a significant amount of time by no longer making detailed notes in every child's book which was having a limited impact on student progress. Teachers now use this time to plan more precisely to address misconceptions and tailor learning to their classes.

Removing other time-consuming activities which prevent staff from doing their job effectively has also led to considerable student enjoyment and progress which has consequently improved GCSE outcomes for our students. It also means great people stay at Oakmoor and we have created an exceptional staff here.

At Oakmoor we encourage staff to develop and many of our teaching and professional support team have been successful with internal promotion in recent years. This provides excellent continuity for

the school and allows colleagues the opportunity to progress whilst remaining in the school they enjoy being part of.

We have cutting edge technology throughout the site and the latest specialist equipment for key areas such as science, technology and performing arts. Our main buildings surround a central courtyard which includes covered areas for outside dining accessible from the dining hall and seating areas accessible from the learning resource centre for reading at break and lunch times.

There is an abundance of green spaces which include several sports pitches, an athletics track, a nurture garden and a forest school area for outside learning and activities. The whole site is bordered by mature trees providing a relaxing and inspirational backdrop to the learning environment.

We are a very successful school where high levels of respect and conduct prevail. Our success shows that when you couple high quality pastoral care with high standards and expectations, young people are able to flourish and to achieve their very best.

Visitors comment on our purposeful learning environment and our delightful students.

Let Oakmoor look after you and your career. This is an exciting opportunity for an experienced Cover Supervisor or someone with school experience looking to move into this field.

Working at Oakmoor School - A View from our Staffroom

There has been a real focus on reducing workload and unnecessary meetings. This has resulted in fewer after-school meetings. Even more significantly, we now have a whole-class feedback policy which has reduced time spent marking and given staff more time to focus on planning for progress.
Mr Denton, Mathematics Department

I have worked at Oakmoor School for over 20 years. In those years I have loved working here. We have a special staff team who are extremely supportive of one another. The students I work with are appreciative of the work I do and are always grateful for the time I give to help them.

I always said I would look to work in another school after 5 years but the wonderful students and staff have kept me here
Mrs Hale, Technology Department

I have worked at Oakmoor School for almost 7 years. Oakmoor provides students with the necessary knowledge, skills and attitude for their development, which ensures a wider scope and prospective about education and what career choice to make in the future. My work colleagues are very supportive and friendly, which creates a sense of community and team spirit.
Mrs Kelly, Administrative Department

Professional Support and Development

At Oakmoor we offer a diverse programme of professional development to enable teachers to enrich their practice in areas that they have identified and want to develop. Professional development is closely linked to our school strategic plan, our Teaching and Learning Principles, and individual performance management. This is to ensure that we are improving and enhancing the school as well as our individual practice. We are committed to creating a culture where every teacher can continuously develop and improve, "not because they are not good enough but because they can be even better." In such a culture "there is no limit to what we can achieve." (Dylan Wiliam).

Our performance management system is entirely focused on teaching, with time provided for teachers to work on developing their practice. All teachers identify an aspect of their teaching to focus on, research evidence-based teaching strategies, and then undertake a period of deliberate practice, monitoring the impact of this on students' learning. The outcomes of this are shared within departments and wider across the school so we all contribute to our professional learning community.

Staff also have access to wide variety of training opportunities, through the University of Chichester Academy Trust, the Research Schools Network, the National College, Hampshire Teaching and Leadership College, and a range of other providers. A number of colleagues have participated in the NPQ programmes in recent years. We encourage everyone on our team to take their professional development seriously and are keen to support wherever we can.

For Early Career Teachers (ECTs), our programme has been recognised as delivering the highest grading for guidance and support for our newly qualified teachers. Our ECTs have a mentor who works in partnership with them to ensure that they continue to develop throughout the academic year. Their mentor observes lessons and provides regular feedback on the quality of their teaching as well as offering helpful advice on how to improve further. This support programme continues once qualified teacher status has been achieved, as staff progress into our Recently Qualified Teacher (RQT) programme, This has been developed to ensure that support and professional learning is on-going, as we recognise that we have different needs at different stages of our career.

For professional services staff wishing to become teachers, we have a successful School Direct programme which is delivered jointly through our close link with the University of Chichester. This programme provides an opportunity to train with us for one year and includes a second placement in another school for one half term. When accepted onto our School Direct Programme, trainees are fully integrated into our staff team and are supported to ensure that they are given every opportunity to develop the skills required to become an outstanding teacher. To date, we have a 100% pass and employment rate and we expect to see this continue in the future.

University of Chichester Multi-Academy Trust

The University of Chichester Academy Trust ('the Trust') is uniquely placed to make a difference to the local education landscape. Schools who join our Trust do so because they wish to work with like minded schools who have a shared passion for pupil centred learning, and a desire to work together for the benefit of the wider community that we serve. The Trust is a member of the Confederation of School Trusts and The Queen Street Group.

The Trust has 15 academies in its education family, based in Hampshire, Portsmouth and West Sussex, and a SCITT. Although we share the same vision and values, each of our academies have their own identity which defines them within their local community. The Trust is strongly committed to valuing the uniqueness of each school and governance, through local governing bodies. We offer:

Co-Leadership Approach
The Headteachers of our academies all lead their own schools and contribute to the wider leadership of the Trust. Our Headteachers have a key role in driving the policies and procedures of the Trust and in leading areas of strategy and projects across our academies.

A Shared Vision
For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

A Shared Mission
To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning.

Achieve More, Challenge Thinking, Shape Futures

The collective strategic priorities of the Trust are outlined below. The Trust's Education Development Team have developed a programme, with the University of Chichester, to support all teachers, ensuring evidence-informed practice and professional enquiry promote and meet the strategic priorities.

Learning and Society
Ensure our curriculum offer allows all of our pupils to achieve more and identify with their school community and society as they journey through each of our schools and work closely with our University sponsor.

Strategic Leadership
Develop the leadership capacity and impact of our staff so that they are professionally developed in line with our Trust ambitions and their professional learning pathway.

Collective Responsibility
Invest in and support our staff so that they collaborate to strategically raise the standards all pupils reach and embed evidence-based practices that have an impact on pupils' learning and identity.

Trust Identity Ensure our Trust identify and narrative, including our Equality, Diversity and Inclusion commitment, is known to our communities within and outside of the Trust, so that they see, help shape and benefit from being part of the University of Chichester Academy Trust.

Together we make a difference

Our Promise to you:

- Be a member of a high performing team
- A school which is committed to continued rapid progress and the achievement of excellence
- Involvement in a brand new, purpose-built academy with carefully planned internal and external spaces, well-equipped ICT resources, learning resource area and state of the art technology

A focus on you:

- Opportunities for shared learning and collaboration across the University of Chichester Academy Trust and the wider network
- Extensive professional and personal development opportunities
- Access to current research and expertise from the University of Chichester

Reward and Benefits:

- A pay and reward package which values all staff and recognises the importance of staff in contributing to the achievements and success of the Academy and Trust
- Eligibility to join NUS Extra saving you £££'s on a range of goods and services
- Local Government Pension Scheme
- 24/7 Employee Assistance Programme

Be part of something bigger:

- The support of the University of Chichester Academy Trust, its Board and colleagues from the University of Chichester
- Security of knowing you are joining an organisation whose sponsor has been promoting education for the past 150 years!

Staff Benefits:

- Local Government Pension Scheme
- Employee assistance provision including 24/7 telephone helpline and counselling
- Lifestyle health and wellbeing programme
- Access to an extensive personal and career development programme
- Access to the University's vast Library resources and to the National College resource
- Generous leave entitlement
- Employee Discounts Platform, saving £££'s on a range of goods and services
- Eyecare Voucher Scheme
- Eligibility to join TOTUM (NUS Extra)
- Relocation allowance where eligible

Job Profile

Job Title: **SENDCo Administrator and General Administrative Assistant**

Reports to: **SENDCo**

Location: **Oakmoor School, Bordon, Hampshire**

Function of the Post

The post holder will undertake a range of administrative duties to support the SENDCo and the administration team balancing different demands and being responsive and prompt in responding to requests relating to a broad range of topics.

Principal Accountabilities:

1. To undertake all general administrative duties and provide administrative support as directed by the SENDCo.
2. Provide general administrative support to the administrative and reception team as and when required.
3. In a professional and pro-active manner, supporting the SENDCo, undertake a range of administrative tasks, such as responding to correspondence, parent communications (telephone, email and written), external enquiries, liaising with external agencies, organising meetings, collating information for EHCP and SEND students, photocopying, scanning and reprographic tasks, maintaining stationery stock and other administrative duties.
4. To provide support to the SENDCo, including assisting with the management, coordination and administration of exams access arrangements.
5. To administer the process of student EHCP reviews, including the collation of information, arrange meetings, complete E-Hub pre meeting process and manage documentation for review meeting process. To input data between systems.
6. The post holder will work closely with the SENDCo, Deputy SENDCo and Administrator.
7. Support the SENDCo with appropriate tasks when necessary and support the work of the SEN department.
8. IT competencies, including Office 365, Outlook and Sharepoint (Excel, Word)
9. Liaise with SLT, Teaching & Support staff, Parents & Students and External agencies.
10. Maintain a professional relationship at all times when liaising and working with internal & external professional colleagues, and parent/carers
11. Attend relevant training events and department/school meetings as applicable to role
12. To contribute to the ongoing development of inclusion practices within the school, as appropriate to role

Other duties:
You are required to undertake such other duties appropriate to the grade and content of the work as may reasonably be required of you including to understand and actively embrace the Trust's distinctive sensibility, the qualities, values and characteristics expected of everyone working for our Trust.

The list of duties in this job profile should not be regarded as exclusive or exhaustive and require a flexible approach to work. Please note that, in consultation with you, the Trust reserves the right to update your job profile to reflect changes in, or to, your post. All staff have a role in supporting the Trust's People Strategy.

Principal Attributes and Person Specification:

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Your application form will be assessed for literacy, accuracy and attention to detail.

	Essential	Desirable	Evidence
Knowledge and Qualifications			**Application Interview**
GCSE Grade C or above in English and Mathematics	✓		
Evidence of continual professional development that is relevant and appropriate to the post.	✓		
Current knowledge of safeguarding legislation and government guidance relevant to the post.	✓		
Qualifications relevant to an administrative role		✓	
Knowledge of technology and experience with the use of IT, including Office 365, Outlook and SharePoint. (Excel, Word)	✓		
Skills			**Application Interview References**
A skilful communicator with strong interpersonal and presentation skills, both verbal and written	✓		
Good administrative skills	✓		
Ability to create a calm, collaborative and positive working environment	✓		
Experience with working to deadlines, and managing workload effectively		✓	
Ability to multitask and manage competing demands.			
To be able to work independently, and to show initiative within working practice when required, including when responding to student and staff needs when necessary	✓		
Experience			**Application Interview References**
Experience in SEND administrative work		✓	
Experience of liaising with colleagues, parents and external professionals		✓	

Personal Attributes			**Application Interview References**
Enthusiastic, positive, and approachable with the presence to inspire confidence and trust	✓		
Strong working ethos with a high level of commitment to the school, its improvement, its ethos and its values.	✓		
Adaptable and sensitive to challenging situations, using appropriate management & effective solutions.	✓		
Ability to form positive relationships with parents/carers, colleagues and the wider community	✓		
Demonstrating a reflective approach, with the ability to be self-critical when receiving feedback.	✓		
Recognises the need for continued personal development	✓		

15th December 2025

Inclusivity:
The Trust believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. The Trust is committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the Trust has a number of policies that you should ensure you are familiar with and compliant to. All policies are available on the Trust's portal. Any breaches may lead to termination of employment.

Health and Safety
Take responsibility for ensuring that workplace responsibilities within the Trust are carried out with full regard to, and in support of, the Trust's Health and Safety policies. This will include ensuring Health and Safety priorities reflect a post-COVID-19 period. This might include acting as Health and Safety Co-ordinator, Fire Warden, Risk Assessor, First Aider or other Health and Safety Representative.

Sustainability and Environment:
The Trust is fully committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of global, regional and local environmental issues. The Trust will continuously seek to improve its environmental performance and will comply, as a minimum, with all relevant environmental legislation, regulations and codes of practice. All staff are required to support the aims of the Trust's Environmental & Sustainable Development Strategy.

Data Protection:
You will be responsible for ensuring that workplace responsibilities, within the Section, are carried out in compliance with the requirements of the Data Protection legislation and the Employment Practices Data Protection Code 2002, especially concerning confidentiality, treatment of personal information and records management.

Right to Work:
The current British and European Law states that the Trust cannot employ a person who does not have permission to live and work in the UK. Immigration guidance information is available on the HR Website for further information.

Safer Recruitment:
We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

Disclosure Service Certification from the Disclosure and Barring Service:
This role does require you to hold an enhanced Disclosure Service certification from the Disclosure and Barring Service (DBS). The Trust is a registered body with the Disclosure Service, reference number 20537300005. New members of staff will be required to apply for Disclosure Service certification as part of the Trust's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs or from the Trust's Human Resources Department.

Application Procedure

Applicants should complete an Application Form and Equality Monitoring Form which can be downloaded from the school website www.oakmoor.hants.sch.uk or the Trust's website https://accesspeople.accessacloud.com/UniversityChichesterMultiAcademyTrustRecruitment and submit it, so that it is received no later than the deadline.

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Application Form Completion

When completing the application form, please refer to the Job Profile and particularly the essential criteria within the Person Specification. Indicate, giving evidence, how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work, or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

Selection Procedure

The shortlist will be drawn up shortly after closing date. Further details will be sent to those candidates called for interview.

Failure to send your application form to the above address may invalidate your application.

Equality Monitoring

All applicants will be required to complete an Equality Monitoring Form.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the Recruitment Team immediately on the number above.

Applications will be considered on an on-going basis between now and the closing date. Please submit your application at the earliest convenience as we reserve the right to withdraw the advertisement should a suitable candidate be successful.