

WEST EWELL PRIMARY
SCHOOL AND NURSERY

SENDCo and Lead Teacher for the Specialist Resource Provision (SLCN)

Application pack

Welcome to
WEST EWELL PRIMARY SCHOOL & NURSERY

West Ewell Primary School and Nursery is a caring and inclusive community school where all feel welcome. We have a nursery, two forms of entry and a primary specialist centre for children with Speech, Language and Communication Needs (SLCN).

Our school is an exciting and vibrant place to learn and work; it has a warm and inclusive atmosphere, where everyone is valued and respected and has a shared commitment to excellence in teaching and learning and personal and professional development.

We take a holistic approach to staff and pupil wellbeing, and this is a priority. We are very proud to have achieved the Schools Mental Health Silver Award, having created a school culture where pupils and staff have a 'growth mindset' are resilient and confident to fulfil their potential both in and outside of the classroom.

As part of Bourne Education Trust (BET), West Ewell Primary School and Nursery benefits from being a member of a successful multi-academy trust. BET's strapline 'Transforming schools... changing lives' reflects our shared commitment that all children, regardless of context or background, deserve a great education. Together we are passionate about developing sustainable and ethical environments, promoting social justice and maintaining the highest standards in our behaviours and values. We learn without borders and we are relentless in our efforts to support our pupils through new and innovative ways by embracing new technologies. Digital education is at the forefront of our joint approach and we are resolute in our belief that digital innovation has the ability to enrich and transform – reimagining the future of education in our schools.

For more information on what West Ewell Primary School and Nursery has to offer, please visit our website or contact the school office on 020 8393 2417 to arrange a visit.



M Bennett

Mia Bennett
Headteacher

Why choose **WEST EWELL PRIMARY SCHOOL** and **BET?**



GENEROUS WORKPLACE PENSION

Teachers Pension Scheme for teaching colleagues

CONDENSED SCHOOL YEAR

We offer a condensed school year with a **two week half term** in October.

CPD & RECOGNITION POLICIES

Defined career pathways, opportunities for **internal progression** and **ongoing training learning and development** and Trust recognition policies

WORK-LIFE BALANCE

Flexible working where possible, as well as **enhanced maternity, paternity and adoption** policies (subject to completion of qualifying service)

HEALTH AND WELLBEING SUPPORT

24/7 online GP , EAP, **free online fitness classes**, **flu vaccinations** and **eye tests**, **cycle to work** scheme & occupational sick pay

STAFF BENEFITS PLATFORM

Access to **savings on your everyday spending** including groceries, homeware, entertainment and holidays, through *My Group*

FREE PARKING

Free on-site parking is available at West Ewell Primary School and Nursery



Job DESCRIPTION

ROLE INFORMATION

Job title: SENDCo and Lead Teacher for the Specialist Resource Provision (SLCN)
Location: Epsom, Surrey
Contract: Full time, permanent
Salary: Teachers Main to Upper Pay Scale (Fringe): £35,602 to £54,328 plus SEN Allowance £2,885-£5,690 depending on experience.
Start Date : ASAP
Responsible to: Headteacher

ROLE PURPOSE

The SENDCo and Lead Teacher for the Specialist Resource Provision will provide strategic leadership for SEND across the school and ensure that all pupils with SEND achieve positive academic, social and emotional outcomes.
The postholder will lead the development, implementation and evaluation of inclusive practice throughout the school in line with the SEND Code of Practice.

As Lead Teacher for the Speech, Language and Communication Needs (SLCN) Specialist Resource Provision, the postholder will be responsible for the educational quality, curriculum, assessment, outcomes and strategic development of the provision. Specialist teaching and intervention programmes within the SRP will be delivered by trained SLCN Higher Level Teaching Assistants (HLTAs) under the professional direction, supervision and quality assurance of the SENDCo.



MAIN DUTIES AND RESPONSIBILITIES

STRATEGIC LEADERSHIP OF SEND

- Lead the strategic development of SEND provision across the school
- Ensure compliance with the SEND Code of Practice (2015) and relevant statutory guidance
- Maintain oversight of the SEND Register and graduated response processes
- Monitor the quality and effectiveness of SEND provision across all year groups
- Develop, implement and evaluate the school's SEND Development Plan
- Analyse school data to monitor attainment, progress, attendance and inclusion of pupils with SEND
- Advise and support leaders, teachers and support staff regarding SEND practice
- Ensure the school's SEND Information Report and Local Offer remain current and compliant
- Contribute to whole-school self-evaluation and improvement planning
- Report regularly to the Headteacher, Governors and Trust leaders regarding SEND outcomes and priorities

LEADERSHIP OF THE SPECIALIST RESOURCE PROVISION (SLCN)

- Act as the named Lead Teacher for the Specialist Resource Provision
- Provide strategic leadership for the provision and ensure it delivers outstanding outcomes for pupils with Speech, Language and Communication Needs
- Design, review and develop the specialist curriculum for pupils accessing the SRP
- Ensure curriculum pathways meet EHCP outcomes and individual pupil needs
- Lead assessment, tracking and progress monitoring within the provision
- Monitor the effectiveness of intervention programmes and specialist approaches
- Oversee the admission, transition and integration of pupils accessing the provision
- Foster inclusive opportunities between SRP and mainstream classes
- Lead annual self-evaluation and development planning for the SRP
- Liaise with Surrey Local Authority officers regarding placements and provision
- Manage and monitor specialist resources and delegated budgets
- Ensure the provision operates in accordance with Local Authority and Trust expectations



MAIN DUTIES AND RESPONSIBILITIES

Line Management and Staff Development

- Line manage Specialist SLCN HLTAs and other SEND support staff as directed
- Provide professional supervision, coaching and mentoring
- Lead the performance management process for team members
- Monitor the quality of specialist teaching and intervention delivery
- Conduct observations, learning walks and provision reviews
- Identify professional development needs and provide training opportunities
- Support a culture of reflection, collaboration and continuous improvement

Quality of Education

- Ensure that high-quality teaching for pupils with SEND remains a whole-school responsibility
- Support teachers in planning adaptive and inclusive teaching approaches
- Promote evidence-informed practice for pupils with SEND
- Monitor classroom provision and provide constructive feedback to staff
- Support teachers in assessing and reviewing pupil progress
- Ensure interventions demonstrate measurable impact
- Work alongside staff to remove barriers to learning and participation

Statutory Responsibilities

- Act as the school's designated SENDCo
- Coordinate Education, Health and Care Needs Assessments and EHCP applications
- Lead statutory annual reviews
- Maintain accurate SEND records and documentation
- Ensure SEND Support plans are implemented, monitored and reviewed
- Complete Local Authority documentation within required timescales
- Ensure compliance with safeguarding and statutory duties relating to SEND



MAIN DUTIES AND RESPONSIBILITIES

Partnership Working

- Build positive relationships with parents and carers
- Ensure families are meaningfully involved in planning and reviewing provision
- Coordinate involvement from external agencies
- Work collaboratively with Speech and Language Therapists, Educational Psychologists, Specialist Teachers and Health Professionals
- Attend relevant professional meetings on behalf of the school
- Promote effective communication across all stakeholders

Inclusion and Pupil Wellbeing

- Champion an inclusive ethos throughout the school
- Promote pupil voice and participation
- Support pupils' social, emotional and mental health needs
- Work proactively to reduce barriers to attendance, engagement and achievement
- Lead strategies that improve inclusion and belonging for pupils with SEND

General Responsibilities

- All teachers are required to carry out the professional duties and responsibilities of a schoolteacher as defined by 'Teachers' Standards' and set out in the current 'School Teachers Pay and Conditions Document'
- Support the vision, values and ethos of the school and Trust
- Undertake any professional duties reasonably delegated by the Headteacher
- Promote safeguarding and welfare of all pupils
- Adhere to all school policies and professional standards
- Participate in relevant professional development activities
- Effectively collaborate across the Trust network and clusters, sharing best practice and facilitating benchmarking across schools where appropriate



Person
SPECIFICATION

REQUIREMENTS

- Ability to demonstrate an awareness, understanding and commitment to the protection and safeguarding of children

Qualifications

Essential

- Qualified Teacher Status or equivalent
- Degree or equivalent qualification
- National Award for SEN Coordination (NASENDCo) or commitment to achieve within statutory timescales
- Evidence of continuing professional development

Desirable

- NPQ SENDCO, NPQSL or other leadership qualification
- Qualification or accredited training in Speech, Language and Communication Needs
- Specialist SEND qualifications

Experience

Essential

- Successful teaching experience in a primary setting
- Experience supporting pupils with SEND
- Experience implementing the SEND Code of Practice
- Experience leading SEND provision or significant SEND responsibilities
- Experience managing EHCP processes and annual reviews
- Experience working with families and external agencies
- Experience leading and developing support staff

Desirable

- Previous SENDCo experience
- Experience working within or alongside a Specialist Resource Provision
- Experience supporting pupils with Speech, Language and Communication Needs
- Experience working with Speech and Language Therapy services
- Experience contributing to whole-school improvement initiatives



Person SPECIFICATION

REQUIREMENTS CONTINUED:

Knowledge and Understanding

Essential

- Excellent understanding of the SEND Code of Practice
- Strong knowledge of adaptive teaching and inclusive practice
- Understanding of EHCP processes and statutory responsibilities
- Knowledge of effective assessment and intervention strategies
- Knowledge of child development and barriers to learning

Desirable

- Advanced knowledge of Speech, Language and Communication Needs
- Understanding of specialist provision models
- Knowledge of current SEND research and evidence-informed practice

Leadership and Management

Essential

- Ability to lead and inspire others
- Ability to strategically plan, monitor and evaluate provision
- Ability to use data to drive improvement
- Ability to manage staff effectively and hold others to account
- Strong organisational and time-management skills
- Ability to lead change successfully

Desirable

- Experience leading a specialist provision or resource base
- Experience managing budgets and resources

PERSONAL QUALITIES:

At Bourne Education Trust, our culture and our values are important to us, as outlined in our BET Behaviours which set out the key qualities we would expect any colleague to demonstrate. We foster a reflective, optimistic and aspirational approach and we expect our colleagues to be collaborative, innovative, committed, engaged and professional. Diverse and inclusive, we encourage you to act as a positive force for equality, helping us create communities where everyone belongs. We encourage our colleagues to take part in school and cross Trust teams and we will invest in you through Continuous Professional Development.

Your **APPLICATION**

Thank you for your interest in this role, we look forward to receiving your application. Candidates should be aware that the closing date for applications is on the **20th November 2026**, however prompt applications are encouraged as we reserve the right to close this vacancy if sufficient applications have been received.

SAFEGUARDING

Bourne Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The appointment will be made subject to an Enhanced Disclosure and Barring Service approval ('DBS') as part of our rigorous approach to safeguarding our children.

EQUAL OPPORTUNITIES

Bourne Education Trust is committed to equality of opportunity for all colleagues, pupils and other stakeholders. Applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

HEALTH AND SAFETY STATEMENT

The board of trustees, local governing committees (LGC) and all leaders across Bourne Education Trust recognise and accept their responsibilities to provide a safe and healthy working environment for all employees, students and visitors. We expect all colleagues to take reasonable care of their own health and safety and that of others who may be affected by their actions at work. All BET employees must cooperate with us to access proper training and to make sure they understand and follow the Trust's health and safety policies and procedures, and to help everyone meet their legal requirements. All colleagues must take responsibility for reporting concerns relating to health and safety matters through appropriate channels.



Application **PROCESS**

APPLICATION

To apply for this position, you must complete a Bourne Education Trust application form (CVs without a fully completed application form will not be considered).

SHORTLISTING

Applicants will be screened and shortlisted by the interview panel. In order to meet safer recruitment standards, successful candidates will be asked to submit a full application form prior to interview.

INTERVIEW AND CANDIDATE SELECTION

Shortlisted candidates will be invited to interview, following which a selection will be made by the interview panel.

JOB OFFER

If successful after interview, a formal job offer will be made to you, subject to referencing and safer recruitment checks.

All candidates who are disabled, as defined by the Equality Act 2010 and who meet the minimum essential requirements will be offered an interview. Should you wish to speak with a member of the team about your application, please contact **careers@bourne.education**

disability confident EMPLOYER



‘Happy Days – Bright Futures’



> “The teachers are really nice and learning is fun.”
>
> Ben
> Year 6 Pupil

Click to visit our website for more information



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Bourne Education Trust