



WIDDEN PRIMARY SCHOOL



Proud to be part of the
GREENSHAW
LEARNING TRUST

RECRUITMENT PACK



Widden Primary School,
Sinope Street,
Gloucester, GL1 4AW

Telephone: 01452 520571

Email: admin@widdenprimary.co.uk

Dear candidate

Thank you for your interest in the role of SENDCo & Assistant Headteacher at Widden Primary School. We are proud members of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing our own distinctive character.

The Trust is a vibrant and forward-thinking community of teachers, support staff and learners committed to educating the 'whole child' to improve life chances, whilst securing the best possible outcomes for students. We encourage all young people to work hard and make the most of the opportunities they are given. Our amazing team of teachers and support staff themselves demonstrate and encourage a lifelong love of learning, both within and beyond our curriculum.

As one of the highest performing multi-academy trusts in the country, we currently have schools across South London, Berkshire, Surrey, Gloucestershire and South Gloucestershire, and Plymouth. We are continuing to grow and have further schools joining us on a regular basis.

We strive to be an inclusive and diverse employer and we encourage applications from underrepresented demographics. We recognise the need to achieve a good work-life balance and encourage discussions regarding flexible working across our schools and Shared Service teams. We aim to create the conditions under which our colleagues are able to thrive and to deliver exceptional work for the young people and communities which we serve. To get a feel of life at Greenshaw Learning Trust, please download our 'Why you should work for GLT' recruitment brochure on our job's portal.

Widden Primary School is committed to safeguarding and promoting the welfare of children and young people; therefore, this appointment will be subject to vetting, including an enhanced DBS disclosure.

The school website provides a clear picture of our aspirations and our vision: however, please do not hesitate to contact us to seek further information from our School HR Manager, Jade Douglas: jdouglas@widdenprimary.co.uk We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.



Yours sincerely
Kirstin Couto, Headteacher

ABOUT OUR SCHOOL

At Widden Primary School, we have built our ethos on a strong set of core values which underpin everything that we do. Our aim is to give students at Widden Primary School a better chance of success than if they attended any other schools in the country.

Aspire, believe and succeed run through all aspects of school life.

Every child makes progress from their personal starting point academically, socially and emotionally.

At Widden, we aim to provide a broad and balanced curriculum full of rich experiences that will ignite children's interest and develop their love of learning. We celebrate all children's achievements both inside and outside of school and aim to develop good citizens who contribute positively to their community. Children engage in sporting competitions, plays, music events, visits etc. We celebrate their successes and encourage them to believe in themselves and grow confidence in a safe and nurturing environment.

Our school values

Aspire: At Widden, we empower all children and staff to reach their fullest potential by inspiring innovation, fostering growth, and creating a future driven by purpose and possibility. We aspire to nurture confident, curious and compassionate learners who achieve their best, embrace diversity and shape a brighter future for themselves and their communities.

Believe: At Widden, we believe in everyone. We aim to provide a wealth of experiences and a knowledge rich curriculum to ensure that every child believes in their worth, strives for excellence and grows with courage, creativity and compassion - ready to shape a better world.

Succeed: At Widden, it is our duty to ensure that every child succeeds. We empower every individual to succeed by unlocking potential, fostering innovation and creating pathways to a better future.

TERMS AND CONDITIONS

CONTRACT

Permanent

SALARY

Salary calculated in line with the Teachers Pay and Conditions, England and Wales pay scale, points L5 - L9 (£57,137 - £63,070) per annum FTE (salary will be determined subject to experience and qualifications)

HOURS OF WORK

Full-time (Part-Time options may be considered)

PLACE OF WORK

Widden Primary School, Sinope Street, Gloucester, GL1 4AW.

PENSION SCHEME

Under the Social Security Act 1986 the post holder has the right to make their own pension arrangements. They may choose to contribute to the Teachers' Pension Scheme or a Personal Pension Scheme.

HOLIDAY ENTITLEMENT

Subject to Working Time provisions of the School Teachers Pay and Conditions Document your holidays coincide with periods of school closure

PROBATION PERIOD

New employees are required to complete a six-month probationary period.

STATUTORY CHECKS

All employment offers are made subject to checks in line with Government guidance (some of which are dependent upon the role/individual). These include: online checks, evidence of identity and right to work in the UK, an enhanced Disclosure and Barring Service check, overseas criminal record check if the successful candidate has worked or resided overseas in the last five years, confirmation of a satisfactory medical report, satisfactory references, evidence of qualifications, DfE teaching/management barred list check.

JOB DESCRIPTION

Post:	SENDCo & Assistant Headteacher
Responsible to:	Headteacher
Responsible for:	SEND Teaching Partners

ROLE OVERVIEW

We are looking for an enthusiastic SENCO with 0.2 PPA teaching responsibilities. The post holder will take on the dual responsibility of managing and leading the Special Educational Needs and Disabilities (SEND) provision across the school while having the responsibilities of an Assistant Headteacher. This is a crucial role requiring an excellent practitioner with the vision and commitment to drive outstanding inclusive practice across the school, ensuring every pupil achieves their full potential.

MAIN DUTIES AND RESPONSIBILITIES - SENDCo

Strategic Development of SEN policy and Provision

- Have a strategic overview of provision for pupils with SEN and / 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 and / or a disability.
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective.
- Lead appropriate professional development to build staff competence and confidence to meet the needs of all learners
- Work in close partnership with other leaders to drive the best outcomes for pupils with SEND, including taking a lead role where appropriate to support pupils experiencing greatest complexity
- Lead SEND Teaching Partners team and work in partnership with leaders and teachers to strategically deploy SEND Teaching Partners across the school
- Strategic identification and leadership of interventions where appropriate to drive best possible outcomes for pupils with SEND

Leadership of the SEN Policy and Co-ordination of Provision

- Maintain an accurate SEND register and provision map, including regular review and moderation
- Provide guidance to colleagues on teaching pupils with SEN and / or a disability, and lead on the graduated approach.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.

- Engage with the local offer.
- Work in partnership with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies.
- Effectively manage relationships with external agencies, especially the local authority (LA) and educational psychologist.
- Analyse assessment data for pupils with SEN and / or a disability – plan and action in response to findings working in partnership with other leaders

Targeted support for Pupils with SEN and / or a Disability

- Work with staff to 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 (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure 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 equitable access to the curriculum, facilities and extra-curricular activities
- Worked as the designated teacher for looked-after children and children who are care experienced

Leadership and Management

- Work with the Headteacher and Local Governing Board to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Contribute to the school improvement plan and whole-school policy.
- Collaborate with the Trust, fellow SENDCos, middle leaders, and faculty heads to share expertise, build capacity, and drive improvement in adaptive teaching and SEND provision.
- 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 Partners working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports.
- Work with all school leaders to support quality assurance processes when monitoring impact on pupils with SEND
- Be responsible for ensuring that all SEND provisions are rigorously evaluated to ensure students with SEND are making progress.
- Work closely with the Designated Safeguarding Lead as a member of the Safeguarding Team to ensure the safety, protection, and wellbeing of all students.
- Take part in school meetings as per the school meetings cycle.
- Undertake Senior Leadership Duties and attend SLT meetings as directed by the Headteacher including after school events, duties, staff training and any other leadership duties that are deemed to be necessary for the effective running of the school.

The SENCO/Assistant Headteacher 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/Assistant Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher

PERSON SPECIFICATION

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples, within their application.

	Essential	Desirable
Qualifications and training		
Educated to degree level or equivalent	x	
Qualified Teacher Status.	x	
Completion of the National professional qualification for special educational needs co-ordinators (NPQSENCO) or a willingness to complete it within 3 years of appointment.	x	
National Professional Qualification for Senior Leadership or a willingness to work towards		x
Thorough and up-to-date knowledge of the SEND Code of Practice (2015) and relevant legislation.	x	
Experience in teaching pupils with special educational needs.	x	
Evidence of ongoing professional development		x
Experience of successful deployment/line management of Support Staff to support learning in class.		x
Experience of leading and managing, e.g. a National Curriculum Subject Area	x	
Training in specific intervention strategies (e.g., Read Write Inc, precision teaching, specific sensory needs).		x
Skills and Experience		
Have a strong understanding of the National Curriculum requirements including assessment arrangements	x	
Plan well sequenced lessons that are engaging and provide opportunities to retrieve prior knowledge	x	
Knowledge of Ofsted inspection criteria and processes	x	
Excellent interpersonal and teamwork skills.	x	
Adapt teaching and provision to meet individual learning needs	x	
Monitor, assess, record and report on pupil progress to ensure that the curriculum has a positive impact on learning	x	

Effectively use IT skills for teaching and administration purposes	x	
Skillfully manage behaviour, conduct and relationships	x	
Have high expectations for the achievement of all children	x	
Create a well organised, stimulating and inspiring learning environment	x	
Knowledge of strategies to inspire and improve outcomes for students, encouraging them to become self-reliant and independent learners	x	
Outstanding organisational skills to ensure efficient and effective implementation of the role	x	
Know and understand Restorative Practice and regulation techniques	x	
Demonstrate knowledge of current educational trends and initiatives		x
Experience writing, implementing, and reviewing MyPlans/Provision Maps.		x
Expertise in data analysis to track the progress and impact of interventions for pupils with SEND.	x	
Personal attributes		
Able to establish good working relationships with a wide range of people - students, colleagues and parents	x	
A willingness to become involved in all aspects of school life	x	
Committed to the safeguarding of children	x	
Reflect on own performance as a leader	x	
Know and understand the processes for preparation and administration of statutory National Curriculum tests/Screening		x
Highly organised, efficient, and able to manage a complex, dual workload	x	
To understand the importance and be open to working in partnership with a range of professionals from a variety of agencies.	x	
Resilience, adaptability, and a proactive approach to problem-solving	x	

THE RECRUITMENT PROCESS

APPLICATION

To apply for a vacancy, please register for an online account and complete the online application form on the GLT website. In the application form you should demonstrate how you meet the requirements set out in the person specification. Include specific examples which support your application. You will have the opportunity to upload additional documents in support of your application if required.

Please ensure you enter your correct email address when registering for your online account. This is the email address we will use to contact you about your application.

Applications must be received no later than 11.59pm on Sunday 1st March 2026. Applications received after this date will not be considered. We reserve the right to interview candidates as applications are received and close the advert prior to the closing date should an appointment be made.

INTERVIEW PROCESS

Interviews will be held on Monday 9th March 2026. Shortlisted applicants will be invited by email to attend an interview. References may be taken up after shortlisting. Please indicate on your application form if you are happy for us to do so. As part of your interview, you may be asked to undertake a practical test related to the knowledge and abilities in the person specification.

TAKING UP POST

The successful applicant will take up the post on 13th April 2026, or soon thereafter for suitable candidates.



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