



# Information Pack SENDCO

Required for: Summer 2 or September 2025

Closing date for applications: Wednesday 14<sup>th</sup> May 2025 at 3pm Interviews: Week Commencing 19<sup>th</sup> May 2025



# **Dear Prospective Applicant**

Thank you for your interest in applying for this post. This is an exciting opportunity to make a significant difference to the lives of our pupils at Old Sarum Primary School.

Our staff are hardworking, dedicated and flexible individuals who support our high quality teaching and learning throughout the school. We believe our school community should be 'A home for the heart, an adventure for the mind and a foundation for the future' and we strive to make a daily difference in the lives of our pupils and their families.

The role will involve coordinating and supporting the work with pupils with Special Education Needs across the school, working closely alongside external agencies, teachers and support staff to adapt teaching to meet the needs of all pupils. The successful candidate will be an integral part of the Senior Leadership Team and contributing to the decision making and strategic direction of the school.

The post holder will also take an integral role working alongside the Pastoral Support Team to support pupils with emotional regulation, reflecting and repairing using a restorative approach.

In MLP we are proud of our creative and forward-thinking teams of teachers and leaders. We pride ourselves on developing positive relationships with pupils; we believe that being approachable and caring is what helps us safeguard pupils and drive progress.

### Magna Learning Partnership

Opened in April 2017 as a collaborative partnership between three local 11-16 secondary schools, the Trust has now grown to become a balanced organisation of seven primaries, three secondaries and a sixth form college, serving children and young people from the ages of 3-19. We are committed to our role in education and the community in Salisbury and the surrounding area; our academies sit within a ten-mile radius of the city centre. We educate 4859 pupils and students and we have more than 679 staff, making us one of the largest employers in the area.

We are committed to inclusion and to enhancing the life chances of our children and young people. New staff joining the Trust can be assured of a warm, supportive environment along with robust professional challenge and a strong sense of shared vision and ethos: our aim is that every pupil fulfils their potential and that, through an excellent education in one of our schools, their life chances are significantly enhanced.

Magna Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. The successful applicants will be subject to enhanced DBS checks. References will be sought on shortlisted candidates before interview.

# **Rewards and Benefits**

As a SENDCO working for Magna Learning Partnership you will be able to access a range of benefits and support. The trust has an appointed SEND lead and a programme for professional development and support for SENDCOs within the trust, who meet regularly. We also offer the following:

- One to one coaching programmes
- Professional development tailored to your career plan
- Benenden Health Care membership
- An employee assistance programme
- Staff wellbeing initiatives
- Discounted membership of a local gym
- Membership of the cycle to work scheme
- Wiltshire Rewards discount scheme
- Blue Light discount scheme
- Annual medical

### How to Apply

Please take time to look at our school by visiting: https://www.oldsarum.wilts.sch.uk/. You can also find information about the schools within the Trust on the Magna Learning Partnership website. Should you have any specific queries, which are not answered by the information we have provided, or wish to visit us prior to making an application, please contact us on 01722 410677.

Please apply through the TES portal and include the following within your supporting statement:

- Your reasons for applying to become the SENDCO of Old Sarum Primary School, including reasons why you wish to move from your current role
- Your understanding of the context of our school
- Relevant experience to date
- Your priorities as the new SENDCO

### **Disclosure & Barring Service**

Due to the nature of the position for which you are applying, and to ensure your suitability for this type of work, you will be required to apply for clearance from the Disclosure and Barring Service if you are successful in your application. This will take place before your appointment is confirmed. The clearance process will disclose details of formal cautions, reprimands and final warnings, as well as convictions. Having a criminal conviction will not automatically exclude you from employment – this will depend on the nature of the position, and the circumstances and background of the offences committed.

We look forward to receiving your application.

Yours sincerely

Sarah Barwell Head Teacher

Person Specification			
	Essential	Desirable	Assessed by
Qualifications	<ul><li>Qualified Teacher Status</li><li>Degree or equivalent</li></ul>	<ul> <li>Evidence of continuous INSET and commitment to further professional development</li> <li>Masters degree</li> <li>SENDCO qualification</li> </ul>	Application form
Experience	<ul> <li>Substantial classroom experience</li> <li>Varied experience and understanding of teaching and learning across the primary age range</li> <li>Experience and knowledge of SEMH challenges and how to support children with these difficulties</li> <li>Evidence of engaging successfully with all stakeholders (parents, governors, local community etc)</li> <li>Evidence of ability to work successfully as a leader</li> <li>Proven experience of high standards</li> <li>Evidence of use of assessment strategies and data interpretation</li> <li>Supporting children with SEN needs</li> <li>Minimum of 4 Years teaching experience</li> </ul>	<ul> <li>Experience in at least two primary schools</li> <li>Experience of Talk for Writing and White Rose Maths</li> <li>Experience of teaching at Key Stage 1 &amp; 2</li> <li>Coordinating and evaluating the impact of interventions across the school</li> </ul>	Application form and references
Knowledge and Understanding	<ul> <li>Strategies for meeting SEN needs in mainstream class setting</li> <li>The SEN Code of Practice and its practical application;</li> <li>Supporting the policy and practice of inclusion;</li> <li>Behaviour management techniques for groups and individuals.</li> <li>The EHCP process and the evidence needed</li> </ul>	<ul> <li>Using comparative information about attainment;</li> <li>The funding-support mechanism for SEN;</li> <li>Trauma informed/ Thrive strategies</li> <li>The roles and responsibilities of educational psychologists and other external agencies</li> <li>Knowledge of individual support plans.</li> </ul>	Application form, references and interview

Professional Skills	<ul> <li>Empathise with the difficulties of SEN pupils in engaging with the curriculum</li> <li>Manage the coordination of Teaching Assistants in support of SEN pupils</li> <li>Present clearly a wide range of specialised information to both educationalists and noneducationalists</li> <li>Make consistent judgements based on careful analysis of available evidence</li> <li>Ability to maintain effective classroom behaviour in a positive context</li> </ul>	<ul> <li>Evidence of highly effective teaching in more than one year group</li> <li>Evidence of planning and leading effective CPD for colleagues</li> <li>Organise and sustain systematic support from a variety of providers for a range of SEN</li> <li>Advise and motivate teaching staff with SEN initiatives</li> </ul>	Application form, references and interview
Professional and Personal Qualities	<ul> <li>Dedicated team player</li> <li>Good sense of humour and ability to maintain perspective</li> <li>Able to use initiative</li> <li>Possess integrity and loyalty</li> <li>Committed to the development of the whole child and ethos of school</li> <li>Innovative thinker</li> <li>Possess high standards and expectations of self and others</li> <li>An excellent communicator</li> </ul>	Above and beyond attitude	Application form, references and interview

# **Job Description Summary**

### **Job Purpose:**

The Special Educational Needs Coordinator (SENCO) will be responsible for SEN policy and its implementation.

### This is a Full-time post

**MPS 4 - UPS 3** £38,033 - £49,083 SEN Allowance 2 £5,284

### **Main Duties:**

All members of the Senior Leadership Team are expected to:

- Demonstrate leadership by example
- Set high standards, acting as role models for colleagues.
- Show a commitment to enabling all pupils to maximise their achievements.
- Contribute to the provision of a safe, secure learning environment.
- Support the school's vision and values.
- Manage staff in a way that promotes their skills, confidence and expertise.
- Invest in, and develop relationships with staff, pupils, parents and the wider community.
- Actively engage with professional dialogue and challenge

# **Overall purpose:**

Have overall leadership of SEND within the academy including:

- Working as a member of the Senior Leadership Team, with the Head Teacher, Trust and the governing body, in determining the strategic development of SEN policy and provision in the school
- Day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Providing professional guidance to colleagues and will work closely with staff, parents and other agencies
- Be an excellent teacher with a thorough understanding of adaptive provision.
- Deployment and line management of Teaching Assistants

### Reporting to:

- The post holder is responsible to the Head Teacher
- The post holder is also expected to interact and lead colleagues on a professional level in order to promote a mutual understanding of the academy's and the Trust's vision and values
- The post holder will be expected to network and liaise across the range of external providers, schools, community and coordinator networks, to ensure a consistency of approach regarding standards, support, transition and high quality learning and teaching



### The SENCO will:

- Maintain and update the SEN register
- Oversee the day to day operational implementation of the SEN policy within the academy
- Be an active member of the Senior Leadership Team
- Co-ordinate the implementation of all provision for pupils on the SEN register, working closely with Teachers and Teaching Assistants providing training and support to deliver effective provision
- Contribute to the professional development of colleagues, including coaching, mentoring, modelling and delivering CPD.
- Liaise with the relevant Designated Teacher where a looked after pupil has SEN
- Liaise with the Attendance Officer to support where a pupil with attendance issues has SEN
- Liaise closely with the Pastoral Team
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise fully with parents of pupils with SEN
- Liaise with Early Years providers, other schools, Educational Psychologists, Health and Social Care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the local authority and its support services
- Work with the headteacher, senior leaders and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure that the records of all pupils with SEN is kept up to date
- Be responsible for the admissions process for students with statements of special education needs (SEN), attending meetings and tribunals as directed by the Head Teacher
- Be responsible for the preparation and review of all policies, procedures and Academy documentation pertaining to SEN e.g. relevant sections of the SEF, the SDP, SIR, governor reports and census returns
- Ensure a commitment to own professional development, keeping up to date with current thinking and practices.
- Ensure Head Teacher and relevant member of the Governing Body has regular updates on the progress and impact of SEND provision within the academy
- Carry out performance management of designated staff
- Oversee the provision for pupils with medical needs

This is not an exhaustive list of duties and responsibilities, and the post holder may be required to undertake other duties which fall within the grade of the job in discussion with their manager.