George Dixon
Primary School

GEORGE DIXON PRIMARY SCHOOL

RECRUITMENT PACK

SENDCO

George Dixon Primary School

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WELCOME FROM OUR INTERIM HEADTEACHER

As Interim Head Teacher, I am incredibly proud to lead a dedicated team of staff committed to creating a nurturing, inspiring, and inclusive environment where every child can thrive.

At George Dixon Primary, we believe that every child is unique and full of potential. Our aim is to provide a rich and varied curriculum that not only supports academic achievement but also fosters creativity, curiosity, and a lifelong love of learning. We place great importance on developing the whole child—emotionally, socially, and academically—so that they leave us confident, resilient, and ready for the next stage of their journey.

We value strong partnerships with parents and families, and we know that working together is key to ensuring the best outcomes for all of our children. Whether you are a prospective parent, a current member of our school community, or simply interested in learning more about us.

Warm regards,

Miss Z. Jackson
Interim Head Teacher

VISION, VALUES AND ETHOS

Vision

To nurture well-rounded, confident and responsible individuals who achieve their full potential in every areas of life and make a positive contribution to society.

Values

We teach and model the school values in all of our interactions and in every aspect of school life. Pupils learn **'The George Dixon Way';** a set of expectations that we should have of ourselves and each other in order to foster a positive culture and environment for learning and thriving.

As such we have chosen a set of six school values that help form the core expectations of our pupils and help them to know how they should behave both in school and out of school, and how they should engage and interact with others.

ETHOS

We believe that pupils should learn to do the right thing, for the right reasons, even when it's hard and even when no-ones watching.

THE GEORGE DIXON WAY

George Dixon Primary School

BELONGING

- Welcoming everyone
- Accepting others for who they are
- Celebrating the achievements of others

COMMITMENT

- Coming to school on time every day
- Always trying our best, even when it's hard
- Understanding that mistakes help us learn

INTEGRITY

- Making the right choice, even when it's hard
- Taking responsibility for our own actions and choices
- Telling the truth

EXCELLENCE

- Taking pride in ourselves, in our work and in our school
- Always striving to be better and to improve
- Being a role model for others

KINDNESS

- Being a good friend
- Helping others and sharing
- Treating others how you would like to be treated

RESPECT

- Moving around school in a calm manner
- Looking after our school environment
- Using good manners at all times

SAFEGUARDING POLICY

CHILD SAFEGUARDING POLICY

At George Dixon Primary School we are committed to Safeguarding and Promoting the Welfare of all its students. Each students' welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at George Dixon Primary School, their behaviour may be challenging, we will always take a considered and sensitive approach in order that we can support all our students.

The School's Safeguarding and Child Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

The School pays full regard to 'Keeping Children Safe in Education' guidance 2026. We ensure that all appropriate measures are applied in relation to everyone who works for the George Dixon Primary School who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, social media, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

The full policy can be found on the school's website by clicking on the logo below for the full policy.

George Dixon
Primary School

ROLE INFORMATION

JOB TITLE: SENDCo
SALARY: MPS/UPS + TLR2b
ACCOUNTABLE TO: Interim Headteacher

JOB DESCRIPTION:SENDCO

CORE PURPOSE

- To lead, manage, develop and maintain high quality SEND provision which enables quality teaching, excellent learning outcome and success for all pupils.
- To model effective teaching, to coach and train colleagues and to be able to teach across the school.
- To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate.

SPECIFIC RESPONSIBILITIES

Strategic direction and development of SEND provision in the school – with the support of the IEB and SLT to:
•Lead by example in raising attainment and ensuring the progress of children with SEND
•To update the HT and Governors on the effectiveness and development of provision for pupils with SEND
•Lead by example, contributing to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum.
•Support all staff in understanding the needs of SEND pupils and how to put appropriate support in place as part of the Graduated Approach.
•Regularly monitor progress against targets for pupils with SEND by carrying out regular and effective monitoring and use this analysis to guide future improvements.
•Analyse and interpret relevant schools, local and national information relating to pupils with SEND and ensure the school is taking appropriate and necessary steps to maximise achievement.
•Work with the HT and staff to eliminate barriers to learning through robust systems for:

- Assessment of needs
- Monitoring of pupil attainment
- Target setting
- Pupil progress tracking

•Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision with SEND.
•Develop partnerships with parents to ensure that their views are considered and acted upon appropriately.
•Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately.
•Ensure that statutory obligations for all pupils are met and that necessary steps, including effective work with agencies, are taken to ensure the right support is secured for pupils who require it.
Teaching and learning to:
•Support the identification of, and disseminate the most effective teaching approaches for pupils with SEND.
•Collect and interpret specialist assessment data on SEND to inform practice.
•Work with pupils, class teachers and leadership to ensure realistic and challenging expectations of pupils with SEND.
•Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEND.
•Model best practise in own teaching.

Leading and managing staff to:
•Achieve constructive working relationships and establish opportunities for the post holder to support staff and other teachers to review the needs, progress and targets of pupils with SEND.
•Provide regular information to Senior Leadership Team (SLT) and IEB on the effectiveness of SEND provision and outcomes.
•Advise and contribute to all aspects of SEND training to ensure the professional development of staff.
•Have a good idea of how well SEND provision is being delivered and the impact it has on pupil achievement and use this understanding to feed into the School Development Plan, alongside SLT, and produce an action plan specific to your area
•Consult pupils, parents and staff about SEND provision and its effectiveness and assess the feedback against the school's vision and values
•Ensure the curriculum matches the needs of different pupils
•Take an active role in the professional development of all staff, including whole school inset
•Write and evaluate a SEND Action Plan, to be reviewed annually
•Monitor and review changes to the school's SEND policy and other relevant SEND documents and procedures
•Attend LA and SEND review and forum meetings
•Participate in arrangements for the appraisal and review of other teachers and support staff as required.

ROLE INFORMATION

Parents, the community and extended schools to:
•Play a full part in the life of the school community.
•Work with parents and families who have a child with SEND offering support and guidance.
•Encourage parents to participate in the life of the school in a variety of ways.

Managing own performance and development:
•Demonstrate resilience and resourcefulness.
•Take responsibility for own professional development.
•Participate in the school's appraisal and professional development programme, ensuring that objectives are set and met within the agreed time-scale.
•Think creatively and imaginatively to anticipate and solve problems and identify opportunities.
•Use initiative and work collaboratively to achieve the best outcomes for pupils
•Consistently model best practise to develop others in their work with pupils

Use of Resources to:
•Identify appropriate resources to promote and support the achievements of SEND children and ensure they are used efficiently, effectively and safely.
•Oversee and monitor appropriate budget allocations in liaison with the HT and other leaders

Additional responsibilities and general requirements to:
•Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination.
•Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues.

PERSON SPECIFICATION:SENDCO

CATEGORY	ESSENTIAL	DESIRABLE
QUALIFICATIONS AND TRAINING	• Qualified Teacher Status • Enhanced DBS • Evidence of commitment to further professional development	• Specific SENDCO Qualification • Additional training in inclusion/SEND e.g. NPQ
EXPERIENCE	• At least three years' of successful classroom teaching experience in a primary setting	• SENDCO experience • Experience of EYFS, KS1 and KS2
SKILLS AND ABILITIES	• An understanding of the SEN Code of Practice • Proven experience of high standards of primary practice • Experience of monitoring teaching and learning • Understanding of a range of strategies to monitor pupil achievement • Understanding of how to make use of appropriate data to analyse the performance of children, in order to influence and adapt teaching as well as set targets • Creates a safe, happy and challenging learning environment • Can use technology effectively • Can contribute positively to curriculum development • Demonstrates excellent behaviour management skills • High expectations of all stakeholders and others	• The ability to use data bases such as SIMs • Experience of leading • appraisals • Experience of organising and facilitating multi agency • meetings • Understanding or the relevant LA procedures for SEND and relevant legislation e.g. EHCP • annual reviews • Understanding of multi-agency working • Understanding of relevant local and national initiatives relating to SEND
OTHER	• An understanding of the medical and mental health issues affecting young people • A thorough understanding and continuous awareness of safeguarding issues • Manage the personal care needs of children, where appropriate in line with the school Intimate Care Policy and advice from PDSS.	

PERSON SPECIFICATION:SENDCO

CATEGORY	ESSENTIAL	DESIRABLE
Personal Qualities	• Able to lead by example and demonstrate what effective classroom practice should look like • Able to empathise with pupils and parents and communicate effectively to a range of audiences • Visibly kind and consistent in communicating with children and their families • Able to motivate and inspire staff and pupils • Demonstrates leadership qualities • Exceptional written English skills • Dynamic and innovative • A good health and attendance record • Able to work under pressure and meet deadlines • Enthusiastic and driven individual. • Proactive and focused. • Highly confident, assertive and efficient in dealing and engaging with all stakeholders. • Highly confidential and discrete • Good at building relationships at all levels within an organisation • The ability to prioritise matters and juggle • many projects simultaneously • A team player • Desire to develop career	
CPD	• Evidence of some professional development taken in the last two years relevant to SEND • Experience of sharing best practice with colleagues	• Have delivered staff training through Insets or staff meetings
SUITABILITY TO WORK WITH CHILDREN	• Responsible for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with. • Not barred from working with children.	

EXPLANATORY NOTES

Applications will only be accepted from candidates completing the **School's Application Form**. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

- Candidates should be aware that all posts in George Dixon Primary School involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.

INTERVIEW PROCESS

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

1. Documentary evidence of **right to work** in the UK
2. Documentary evidence of **identity** that will satisfy DBS requirements
3. Documentary proof of current **name** and **address**
4. Where appropriate any documentation evidencing **change of name**
5. Documents confirming any educational or professional **qualifications** that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are not sufficient. We will seek references on shortlisted candidates for School based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

CONDITIONAL OFFER: PRE-EMPLOYMENT CHECKS

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS Check
- Satisfactory Online Checks
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

HOW CAN I APPLY?

To apply for this role, please complete the online application

Adverts Open
16 November 2026

Shortlisting
30 November 2026

Deadline for Applications
30 November 2026 - 9am

Interviews
4 December 2026

All candidates are required to complete an application form. All applications will receive an email confirmation of receipt of application. The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. Candidates not successfully shortlisted will be updated.

Please note that George Dixon Primary School does not provide feedback to applicants who have not been shortlisted for a post.

The information supplied in your application, as well as any supporting documents provided at the interview stage, will be used as part of the George Dixon Primary School recruitment and selection process. All information is stored securely, and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.

WE RESERVE THE RIGHT TO WITHDRAW FROM THIS RECRUITMENT PROCESS AT ANY GIVEN POINT.

SPECIAL CONDITIONS OF EMPLOYMENT

Rehabilitation of Offenders Act 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions, and reprimands being considered. Any arrests, convictions caution or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Headteacher by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with Prince Albert Community Trust's Disciplinary Procedure.

Health And Safety

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in Prince Albert Community Trust's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

Equality and Diversity

Prince Albert Community Trust is committed to equality and values diversity. As such, it is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. This Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they encounter with dignity and respect and are entitled to expect this in return.

Training and Development

PACT has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

Job Ammendments

This job description may be subject to review and / or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.

CONTACT US

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