



Guilsborough Academy

Guilsborough Multi Academy Trust



SENDCO

Candidate information pack

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Letter from the Principal

Thank you for expressing interest in our Academy, particularly regarding the exciting new position of Teacher of SENDCO.

I understand the significance of making informed decisions when considering a new opportunity. To help you learn more about us, I encourage you to visit our website at <https://www.guilsborough.northants.sch.uk/> where you can access a wealth of information, including recent newsletters.

For those considering applying, we will be offering tours to provide a firsthand experience of the academy and its values. If you would like to schedule a tour, please reach out to our HR department at hr@guilsborough.northants.sch.uk.

Our Ofsted report, available [here](#), outlines our clear behaviour system and effective safeguarding processes.

While many of our staff members have longstanding tenures, I became the Principal of Guilsborough in September 2020 and was warmly welcomed. The supportive atmosphere among colleagues in their dedication to our students has been a highlight. Positive messages from parents/carers, showcased on our website, further attest to our commitment to ensuring students consistently achieve their potential. Colleagues who have been with us for an extended period often cite the students, their fellow colleagues, and the available training and career development opportunities as reasons for their continued commitment.

I firmly believe that by attracting exceptional staff, prioritizing their well-being, and fostering an environment conducive to their growth, we can continue to provide our students with the high-quality education they deserve.

If you believe that Guilsborough Academy aligns with your aspirations, we welcome your application.

Best wishes for the future.



Simon Frazer
Principal of Guilsborough Academy



About Us

At Guilsborough we believe that learning should be enjoyable and challenging. This belief, combined with the excellent teaching skills, commitment of our staff, enthusiasm and hard work of our pupils, lies at the heart of our success.

We are passionately committed to the achievement of every individual pupil and to providing high standards of teaching and learning. Our reputation with the local and wider community rests on consistently providing quality education for pupils of all abilities. Our pupils' excellent academic achievements can be seen in the national league tables. Every year, our most able pupils achieve very highly and we encourage and support pupils to aim for top universities, whilst also providing strong support for alternative routes to higher qualifications post 18. This is supported by our excellent Careers programme. We also hold the prestigious CEIAG award (Career Education, Information Advice and Guidance).

Guilsborough Academy is committed to a comprehensive intake and accepts pupils of all abilities. As an inclusive school community, our pupils come from a wide variety of different social and cultural backgrounds. We aim to challenge all our pupils to reach their full potential and celebrate their successes. We ensure that those pupils who have special educational needs are provided with appropriate support, so that they too may reach their potential.

Individual strengths within our pupils are encouraged and celebrated. We encourage them to explore a wide variety of interests within and beyond the school curriculum. Our aim is to develop thoughtful, kind and considerate adults, who will not only contribute to the school, but also to the wider community. Pupils' personal development and happiness are very important to us and our extensive programme of extra-curricular activities, including excellent Music, Drama and Sports provision, supports this process. We expect high standards of behaviour and seek to build strong relationships between staff and pupils. Considerate and responsible attitudes and behaviour are fostered through a strong Life Skills programme.

We are a small MAT situated in the idyllic Northamptonshire countryside. We are presently comprised of one academy: Guilsborough (11-19) Academy. Guilsborough is a "converter" Academy and formed a Multi Academy Trust and is a supportive and friendly school that aims to fulfil our mission statement: learning without limits. We are easily accessible from the M1/M6 and A14 in just five minutes, offer outstanding professional development entitlement and provide superb resources.

The aim of GMAT

Our aim is to pursue and promote sustainable excellence in the provision of 11-19 education for the benefit of our pupils, staff, parents/carers and the wider community.

The GMAT Strategy

We play an active role in the wider community of educators. We value productive relationships and partnerships that help us to maintain and further develop our expertise, and we also seek opportunities to share our own best practice with others.

We value the work of our Trustees to hold the academy to account and constructively monitor its progress. Intervention must be proportionate and timely to the identified areas of development.

Advert

Contract Type:

- Permanent
- Full time. 1.0 FTE

Salary:

- Main or Upper Pay scale, plus TLR1 £13,168

Start date:

- Eater / 22nd April 2025

Closing date:

- Wednesday 29th January 2025

How to apply:

To apply, please complete an application form, which can be found on the vacancies page of our website:

<https://www.guilsborough.northants.sch.uk/vacancies>

Completed application forms should be accompanied by a letter of application

Situated in the idyllic Northamptonshire countryside, Guilsborough Academy is a supportive and friendly school which aims to fulfil our mission statement: learning without limits. We are easily accessible from the M1/M6 and A14 in just five minutes, offer outstanding professional development entitlement and provide superb resources.

Special Educational Needs and Disabilities Co-Ordinator (SENDCO)

At Guilsborough Academy we are committed to providing an inclusive and supportive learning environment for all our students. We believe that every child deserves the opportunity to succeed, and our dedicated team works tirelessly to ensure that all students, regardless of their needs, receive the best possible education.

The Role: We are seeking a passionate and experienced SENDCO to join our team. The successful candidate will play a crucial role in leading and managing the provision for students with special educational needs and disabilities. There will be no teaching element with this role, however you will need to hold QTS to apply for this role. You will work closely with teachers, parents, and external agencies to ensure that our students receive the support they need to thrive.

Key Responsibilities:

- Lead and manage the SEND provision across the school.
- Develop and implement effective strategies to support students with SEND.
- Coordinate with teachers to ensure that individual education plans (IEPs) are effectively implemented.
- Liaise with parents and external agencies to provide comprehensive support for students.
- Monitor and evaluate the progress of students with SEND, ensuring that they achieve their full potential.
- Provide training and support for staff on SEND issues and best practices.

About You:

- Qualified Teacher Status (QTS) and a National Award for SEN Coordination (or willingness to work towards it).
- Proven experience in a similar role within a secondary school setting.
- Strong knowledge of the SEND Code of Practice and relevant legislation.
- Excellent communication and interpersonal skills.
- Ability to work collaboratively with a range of stakeholders.
- A commitment to inclusive education and the ability to inspire and motivate others.

Visits to the school are warmly welcomed. To come and see us in action, please contact our HR Department to arrange a suitable time on hr@guilsborough.northants.sch.uk or 01604 740641.

Guilsborough Academy is committed to safeguarding and promoting the welfare of children and young people, we expect all our staff and volunteers to share this commitment. All appointments are subject to an enhanced DBS check and by completing this application form, you confirm that you have read the DBS Code of Practice and the Safeguarding & Child Protection Policy which is available on our website. An enhanced DBS check, two satisfactory references, identity and medical checks are mandatory for all posts within Guilsborough Multi Academy Trust. Our safeguarding and Child Protection policy is available [here](#). We are also committed to meeting the requirements of disability discrimination and other legislation.

We occasionally close vacancies early in the event that we receive a high volume of applications. Interviews may begin soon after receipt of applications for shortlisted candidates, therefore we recommend that you apply early.

Online searches

As part of our rigorous Safer Recruitment process, Guilsborough Academy has adopted the practice of online searches including Social Media for external shortlisted candidates. The purpose of the search is to enable us to fulfil our duty under Keeping Children Safe in Education and is part of our due diligence to identify any incidents or issues that have happened, and are publicly available online, which we may need to discuss with you during interview. Therefore, if you are shortlisted for a role, an appropriate online search will be undertaken on your name(s).

Consent to an online search is included in the Guilsborough Academy application form. Searches are based on publicly available information, therefore where your profiles are private or are locked, no further search will be required on these pages. Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.

Guilsborough Multi Academy Trust is passionate about its values of Respect, Aspiration, Responsibility and Equality. We are committed to an inclusive workforce that represents many different cultures, backgrounds and viewpoints.



Job Description

Post Title	Special Educational Needs and Disabilities Co-Ordinator (SENDCO)
Reports to	SLT
Salary grade	Main or Upper Pay Scale, plus TLR1
Hours	Full or Part time
Contract type	Permanent
Preferred start date	Tuesday 22 nd April 2025

RESPONSIBILITIES OF THE JOB

Overview of the role:

The SENDCO will:

- Help the headteacher and governing board determine the strategic development of the special educational needs (SEN) policy and provision in your school
- Have day-to-day responsibility for:
- Implementing the [SEND policy](#)
- Co-ordinating any specific provisions for individual pupils with SEN, including those with education, health and care (EHC) plans
- Advise staff about SEN strategy and provision
- Work closely with staff, parents and local agencies

Main Purpose

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- While the SENDCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.
- Fulfill the professional responsibilities of a teacher, as set out in the [School Teachers' Pay and Conditions document](#)
- Meet the expectations set out in the [Teachers' Standards](#)
- Take specific responsibility and accountability for the day-to-day management and organisation of their [TLR area; SEND Co-Ordinator
- Line manage identified staff, including performance management
- Assist in the smooth running of the school at all times

Strategic Development of SEN Policy and Provision:

- Have a strategic overview of provision for pupils with SEN 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 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

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- 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/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability

Leadership and management

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the SIP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability

Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

Whole-school organisation, strategy and development

- Make a positive contribution to the wider life and ethos of the school

- Work with others on curriculum and pupil development to secure coordinated outcomes
- Lead by example, with the highest professional and personal standards and classroom management
- Provide leadership within your department and ensure whole school values are represented and understood

Management of staff and resources

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them
- Provide line management for employees within your department, providing feedback and additional support as needed
- Be the voice of your department, ensuring staff experiences and opinions are represented within the school, including dealing with any issues on a day-to-day basis
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Health, safety and discipline

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Communication

- Communicate effectively with staff, pupils, parents and carers

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Additional areas of responsibility for the upper pay range (UPR) – if applicable

- Contribute significantly to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values
- Have extensive knowledge of your subjects/curriculum areas, related pedagogy and assessment
- Provide a critical role in the life of the Academy
- Be a role model for teaching and learning
- Make a distinctive contribution to the raising of pupil standards
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning
- Provide pastoral care as required and being aware of mental health and wellbeing needs

General:

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).
- To promote and safeguard the welfare of young and vulnerable people.

- Supervise students at break and lunch time
- To be aware of, and assume the appropriate level of responsibility for, safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted in the course of duty
- To be aware of and adhere to applicable rules, regulations, legislation and procedures including the schools equality policy and Code of Conduct and national regulations such as Data protection and Health and Safety.
- To adhere to GDPR and Data protection regulations, whilst maintaining confidentiality.
- To attend relevant meetings and training sessions in line with their employment contract
- All members of staff are required to participate in the school's appraisal scheme.
- This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

This job description and related documents provide the standards and framework for Performance Management Objectives for a Main and Upper Pay Range Teacher which will be set under the School's Appraisal Policy before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the School's plans for improving the School's educational provision and performance and improving the educational opportunities of pupils at that School.

FURTHER INFORMATION

Guilborough Academy is committed to safeguarding and promoting the welfare of children and young people. All appointments made within Guilborough Multi Academy Trust are subject to an enhanced DBS check, receipt of two satisfactory references, identity and medical checks within Guilborough Multi Academy Trust. Our safeguarding and Child Protection policy is available [here](#).

We are also committed to meeting the requirements of disability discrimination and other legislation. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act. If a pending charge, conviction, bind-over or caution has been recorded against you, this will not necessarily debar you from consideration for this appointment. For further information please read out Recruitment of Ex-offenders policy which can be found [here](#).

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 teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

This job description will be reviewed and updated periodically to ensure that it relates to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Headteacher/Line Manager in consultation with the post holder. In these circumstances, it will be the aim

to reach agreement on reasonable changes but if agreement is not possible, management reserves the right to make changes to the job description following consultation.

Signed:

Date :

Person Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • National Award for SEN Co-ordination, or a willingness to complete it within 2 years of appointment • Degree
Experience	<ul style="list-style-type: none"> • Teaching experience • Experience of working at a whole-school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Experience of line management
Skills and knowledge	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills
Personal qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality

Rewarding & Supporting Guilsborough Academy Staff

We value our staff and we are very aware that the positive contribution of all staff is a significant factor in the success and long-term sustainability of our Academy. Without the energy, drive and enthusiasm of our staff, the Academy would not be in the successful place it is today or as prepared to face new challenges in the future. We are committed to developing well-being initiatives to support all of our staff and are able to offer:

- **A dedicated staff Wellbeing Committee.**
- **Refer a Friend payment scheme, plus a welcome bonus for your friend**
- **A £1,000 welcome bonus to employees employed on a permanent basis**
Terms and Conditions apply
- Access to trained staff Mental Health First Aiders
- **A developmental and supportive culture for continued professional development.**
The school strives to deliver personalised pathways and opportunities in order to enhance the growth and development of all staff members.
- **A stunning rural location.**
- **HR Services on site.**
- **Eye Tests.**
Reimbursement on eye tests
- **Free annual Flu Vaccinations for all staff.**
- Access to 24/7 telephone counselling service for staff and their immediate family via Health Assured
- **Free access to our Fitness Suite.**
- **Pension Schemes.**
GMAT offers a defined benefit pension scheme which is supported by school contributions as well as those of the employee. GMAT has two pension schemes, the Teacher's Pension Scheme and the Local Government Pension Scheme.
- **Healthy Eating.**
Our in-house catering firm Innovate offer a healthy range of food at both break and lunch-time. Staff are entitled to a free lunch if undertaking an evening duty.
- **Free and secure Car Parking on site.**
- **PTA.**
We have a very active PTA group that all staff can get involved in if they wish.

PLUS, A BRAND-NEW EMPLOYEE BENEFITS SCHEME FOR SEPTEMBER 2024!

Including:

- Car Scheme
- Private Health Care Options
- Discounts & Cashback Schemes
- And much more!



Contact Us

Visit us:

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Northampton
NN6 8QE

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Visit our website:

<https://www.guilsborough.northants.sch.uk/>

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