

Briefing Pack for Applicants SENDCo



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: SENDCo
Location: High Storrs School
Pay scale: MPR/UPR plus TLR1a
Contract: Full time, Permanent – 37 hours per week x 39 weeks
Start date: Easter 2026 or sooner if possible

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

High Storrs is a high-performing 11-18 secondary school on the Southwestern outskirts of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school.

We are seeking to appoint a hard-working and highly organised individual to undertake the important role of SENDCo.

The closing date is Monday 24th November at 9am with interviews that week (tbc).

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Rachel Farthing (PA to the Headteacher) via email recruitment@highstorrs-mlt.co.uk or telephone 01142670000.

The application form and information pack is available on the school website <https://highstorrs.co.uk/our-school/vacancies> **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.*** Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher – Claire Tasker

Dear Candidate,

Thank you for your interest in this role and in our school. High Storrs is a very successful high-performing 11-18 comprehensive school in the south-west of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. We are a large and happy school with 1697 students (483 in the Sixth Form). Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school and are part of the Minerva Learning Trust.

We are most proud of our excellent exam results. In summer 2025, students both attained highly and made outstanding progress from a wide range of starting points at GCSE and A level. Our outcomes for many measures at GCSE and A level are the strongest or amongst the strongest in the city. However, we also take great pride in all the other successes and efforts of our students and staff – the school productions, the dance and music performances, the staff panto, sporting endeavours, Pride events, charity events and all the times that members of the wider community comment on the decency and kindness of members of our school.

High Storrs is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. The beautifully refurbished old building is symbolic of our tradition and the multitude of alumni proud to have attended High Storrs. Our new building, full of excellent facilities, is symbolic of our bright future as a school that marries academic success with the education of the whole child.

A great deal of this success is down to the pastoral care and support at High Storrs School. Our House System really helps our youngest students to settle and, as they grow, to thrive. Our Houses celebrate the successes, challenge the mistakes and support the learning. The House teams all appreciate the power of partnership with parents and carers and of open communication. Support and care are equally important for all members of staff. We have a well-developed CPD programme at High Storrs that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

Every day at High Storrs starts with either form time in a vertical (i.e. mixed age) form linked to a House or in a Year 12 or Year 13 form. The day may start with an assembly or a 'form discussion' about current affairs, the power of sleep, understanding stress or our all-important High Storrs 'Attitude to Learning' and learning behaviours for success. Then students are off to study a myriad of subjects (a much wider choice for GCSE and A level than many schools) before lunch in the deli bar, sandwich room, dining room or outside. This is mostly followed by clubs and fresh air! There are two more one-hour lessons in the afternoon before formal lessons end at 3.05 pm and sport, dance, music, drama, art, STEM and other extra-curricular activities or CPD begin. It is always a full day for staff and students at High Storrs School!

I look forward to receiving your application,

Claire Tasker

Section 4: About High Storrs

OUR ETHOS

We welcome everyone and pride ourselves on our inclusive practice. Combined with this, we deliver academic success, specialisms in Maths and Computing and Performing Arts and a wide range of extra-curricular activities.

Our students are treated with respect and are expected to respect school rules and each other. This enables everyone to enjoy a positive working environment where the most productive learning can take place.

Our school-wide values statement was written following a consultation with over three hundred stakeholders – amongst them parents, students, staff and governors. It articulates the positive attributes and characteristics we expect from, and see on a daily basis in, our community: **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** This language is seen around our school and used in and out of lessons. This language is articulated to students to express what we want from our community.



ABOUT US

We are firmly committed to a holistic approach that combines academic delivery with strong pastoral support. We place a high value on maximising all opportunities for learning, providing exceptional development opportunities in a supportive and forward-thinking culture. In March 22 we had an ungraded Ofsted inspection that confirmed the school was 'Good' by Ofsted. The report states that 'pupils thrive in this highly ambitious and warmly supportive school'.

Our school website www.highstorrs.co.uk will provide further details about our curriculum and more (including the full Ofsted report). You will also be able to read our school action plan and understand our priorities for this year and beyond. Our action plan is inspired by our 'values statement and the notion that every student and staff member is here to learn. The High Storrs blogs and social media accounts will give you a further flavour of school life!

We look forward to your application and thank you for your interest in our school.

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	SENDCo
GRADE/SALARY	Teacher Pay Scale MPR/UPR TLR 1A (£10,174)
HOURS/WEEKS	Full-time
LOCATION	High Storrs School
RESPONSIBLE TO	AHT Director of Learning & Inclusion
RESPONSIBLE FOR	Learning Support Team 12 hours teaching commitment
PURPOSE OF THE JOB	To lead SEND support in the school and ensure excellent provision, support, and teaching of students with additional needs. To ensure that the school meets its statutory commitments in SEND and that young people with learning needs are known, challenged, and supported appropriately. To be one of a team of safeguarding officers.
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none">• Qualified Teacher Status• Degree• Award for SEN Coordination (Masters level Qualification)• Level 7 Qualification for Exam Access Arrangements e.g. CPT3a (desirable)

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

To lead the development and management of Special Needs provision (in line with Code of Practice) throughout the school including,

- Managing the tracking of SEND student progress including data analysis and devising and implementing intervention plans where appropriate.
- Leading the development and delivery of curriculum pathways for identified groups of students or individuals (e.g. KS3 students with MLD). To carry out evaluations of programmes using appropriate assessment toolkits. This includes the use of Alternative Provision as appropriate.
- Working with the AHT (Learning & Inclusion) ensuring the health and safety of students engaged in authorized activities both on and off the premises (including AP)
- Working with the AHT (Learning & Inclusion) Play a full part in the development, implementation and evaluation of cross-curricular opportunities for children with SEND
- Working with the AHT (Learning and Inclusion) evaluating SEND provision in High Storrs School and implementing change where needed.
- Working with the AHT (Learning & Inclusion) ensuring that support is co-ordinated and targeted appropriately using provision mapping.
- Managing SEND reviews and annual reviews with parents/carers and external agencies.
- Completing statutory paperwork and meet statutory timeframes for submission to the Local Authority.
- Maintaining the SEND register and have a working knowledge of the Sheffield Support Grid Exemplification Document.
- Analysing reports from professionals in relation to individual students and disseminating this information to appropriate staff members.
- Providing social time support to students in the Learning Support area.
- Delivering interventions with students under the guidance of external agencies, e.g. social stories under the direction of The Sheffield Autism Team or speech and language interventions under the direction of the Speech and Language Team.
- Signposting students and families to external agencies and support systems when required.

- Working with the AHT (Learning & Inclusion) to develop and deliver a SEND CPD package for the Learning Support team and whole school.
- Working with the AHT (Learning & Inclusion) to develop and oversee the SEND policy and strategy across school, ensuring all staff in school are familiar with the aims and objectives of the Special Needs department and the Code of Practice.
- Assessing students for SEND using appropriate toolkits.
- To answer SEND related queries from staff and families.
- Co-ordinating and supporting the testing of students for Exam Access Arrangements.
- Supporting the Admin team in maintaining an accurate Access Arrangements data management system, which links to existing data management systems.
- Working with the AHT (Learning & Inclusion) to lead team meetings within the Learning Support area.
- Working with the AHT (Learning & Inclusion) to maintain good order and discipline among students, including specific responsibility for discipline problems within the department and LS Hub
- Working closely with key colleagues to support the learning, progress and wellbeing of students with SEN and attending key meetings as appropriate (e.g. PSM)
- Providing support for staff in developing their skills in teaching students with SEND.
- Act as performance reviewer for identified staff and ensure that targets set are rigorous and reflect whole school and SEND improvement plan.
- To be a part of the school Safeguarding Team, undergoing statutory training and signposting to external agencies when appropriate.
- Leading review meetings with primary schools, to gain a knowledge of needs and provision for Y6s and so ensuring a smooth transition to High Storrs School.
- Creating pen profiles of students on the SEND register, with strategies to support them, co-ordinating the dissemination to staff.
- Attending open evenings for Y6s (and other years as appropriate) and answer parent/carers queries regarding their children.
- Co-ordinating parent support groups.
- Liaising with the SENDco teams in the Minerva Trust, gleaning best practice and developing collaborative working.
- Teaching within the learning support team and possibly also within their own curriculum area.

Teaching & Learning

- The provision of a full learning experience and support for students.
- To teach groups of students in the school as determined by the curriculum needs of the school.
- To ensure the effective/efficient deployment of classroom support.
- To mark and assess work carried out by students and use the information to inform teaching and learning. To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus. Planning and preparing activities which deliver appropriate challenge to students.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To report on student progress in line with the School Policy by maintaining appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To support the development of cross curricular initiatives with other colleagues and subjects
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.
- To communicate effectively with the parents of students as appropriate.
- To be a Form Tutor to an assigned group of students. To record the attendance of the tutorial group, monitor absences and punctuality and report concerns to Head of House/Assistant Headteacher where appropriate.
- To support pupils' progress by utilising data contained in the tracking system.
- Participate in meetings within the agreed 1265 time budget at a level commensurate with the post
- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate

- Any other reasonable duties commensurate with the post e.g. Preparing information for Quality Assurance and Inspection

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support it's mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Post title: SENDCo

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
Qualified Teacher Status	AF/I
Degree	AF/I
Award for SEN Coordination (Masters Level Qualification) or a willingness to complete it at the earliest opportunity	AF/I
KNOWLEDGE AND EXPERIENCE	
Experience of teaching SEN pupils and coordinating and delivering curriculum programmes and Schemes of Work	AF/I
Experience in Primary/Secondary or Tertiary education	AF/I
An understanding of the SEND code of Practice	AF/I
An understanding of the four areas of special educational needs	AF/I
Has knowledge/experience of working with outside agencies	AF/I
Experience of analysing data and drafting reports	AF/I
An understanding of effective intervention strategies	AF/I
Knowledge of the Primary to Secondary Transition process and secondary to Post 16 transition	AF/I
PROFESSIONAL DEVELOPMENT	
Evidence of a commitment to continuing professional development.	AF/I
SKILLS	
Behaviour management skills	AF/I
Can forge positive relationships with staff, pupils, and parents	AF/I
Ability to manage a team and deploy resources	AF/I
Can analyse data to ensure pupil progress	AF/I/AA
Excellent IT skills	AF/I/AA
Ability to plan and evaluate interventions	AF/I/AA
Excellent communication skills to manage interaction with a diverse range of stakeholders	AF/I
Ability to work under pressure, manage multiple tasks and manage time effectively	AF/I/AA
Ability to work accurately and with attention to detail	AF/I/AA

QUALITIES AND ATTRIBUTES	
Excellent interpersonal skills with the ability to connect with young people and families	AF/I
Resilience to deal with the challenges faced in this area of work	AF/I
Have a visible and positive presence around school and be an advocate for pupils with SEND	AF/I
High expectations of self & others	AF/I
Energy and commitment to professional responsibilities and to the betterment of all pupils	AF/I
Excellent interpersonal skills with the ability to connect with young people and families	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA (rfarthing@highstorrs-mlt.co.uk)

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@highstorrs-mlt.co.uk by the closing date.