



**HIGHAM LANE  
NORTH ACADEMY**

# Permanent Special Educational Needs and Disabilities Co-Ordinator (SENDCO)

Full-Time

MPR/UPR + TLR1A £9,782

Easter/ flexible start date before  
September 2025



# Welcome from the CEO to Central England Academy Trust



Thank you for your interest in joining Central England Academy Trust as the SENDCO of Higham Lane North Academy.

This is an exciting and unique opportunity for a highly effective and experienced senior leader to be part of the opening and shaping of a brand new 11 – 16 school.

Our growing Trust currently consists of a diverse family of 4 schools in the Nuneaton area: a primary special school, a secondary special school and two mainstream secondary schools. We have a fifth school – a primary special school in Birmingham - joining us in September 2025.

Our Trust's core values summarise what is important to us and what we actively promote:



## **Collaboration:**

working together and with others to achieve the very best for the staff, pupils and families that we serve.



## **Equity:**

recognising the individuality and uniqueness of our staff and pupils, and that we do not all start from the same place. We strive to provide all of our staff and pupils with what they need in order to have equal access to opportunities, to thrive and to succeed.



## **Aspiration:**

to be ambitious for all of our staff and pupils and have the highest expectations of them, supporting them to achieve to the very best of their potential.



## **Trust:**

ensuring that everyone in our MAT feels safe and supported in all that they do.

I hope this application pack provides you with the information needed to consider applying for this position, and I wish you every success with your application.

Best wishes



Andrew Dickinson  
Chief Executive Officer

## Employee Benefits of working at Central England Academy Trust

We strive to be an employer of choice, and are committed to ensuring our employees feel valued, appreciated and at the heart of what we do.



We have a number of core benefits which include:

### Professional Development

- We support all our schools and services to offer professional development that is rooted in the evidence of what improves teaching and learning.
- We listen to what your career aspirations are and how we can support you within your role.
- We provide Trust-wide CPD in key areas, including SEND, behaviour and teaching and learning.
- We support staff in accessing a wide range of qualifications, including Diplomas, Masters and National Professional Qualifications (NPQs).

### Appraisal

- Our staff appraisal focuses on supporting our employees to be the very best they can be. There is no performance-related pay in our Trust, and we put staff at the heart of what we do so they can put children at the heart of what they do

### Apprenticeship Levy

- As a large employer we pay into the Apprenticeship Levy Fund and are therefore able to offer a wide range of apprenticeships to both new and existing staff.

### Pension Schemes

- A contributory pension scheme relevant to your role: Teachers' Pension Scheme for teaching staff, and the Local Government Pension Scheme for non-teaching staff.

### Employee Support Schemes

- Subsidised eye care for extended VDU users
- A Gym Membership Scheme
- A Cycle to Work Scheme
- An Employee Assistance Programme, providing practical and emotional support.
- An Employee Benefits Scheme, offering discounts on everyday essentials
- A Health Cash Plan benefit, providing reimbursements for various health-related expenses, including dental treatments, optical care, physiotherapy and more



Oak Wood  
Primary



Oak Wood  
Secondary



Higham Lane School

# Foreword



**Are you an experienced SEND leader looking for a unique opportunity to be the founding SENDCO of a mainstream school that will also open a Specialist Resource Provision?**

**Are you an experienced SEND leader with a proven track record looking to make a difference to young people's lives that will be exciting, challenging and rewarding?**

**Are you an experienced SEND leader who shares a strong commitment to aspiration and ambition for young people within a culture of inclusivity and belonging?**

At Higham Lane North Academy we are seeking a permanent Special Educational Needs and Disabilities Co-Ordinator (SENDCO) who will help to transform the lives of children with SEND within our mainstream setting that includes our Specialist Resource Provision. This is a very exciting opportunity to be part of a brand-new school that has proven to be extremely popular so far with families in the community and is set to open in September 2025 to 150 Year 7 pupils. Each year an additional 150 – 180 pupils will join the school and by 2030 there will be 900 pupils. We are particularly excited to be opening a Specialist Resource Provision, which will build gradually each year, with approximately 5 pupils starting in September 2025. By 2030 there will be places for 20 pupils.

As SENDCO for Higham Lane North Academy, you will have a unique opportunity to be the founding SENDCO who will transform the lives of children with SEND needs through exciting and innovative leadership. You will also benefit immensely from the SEND support and network that is especially available from our Trust.

The SENDCO, under the direction of the Headteacher, will:

- Determine the strategic leadership and development of special educational needs (SEN) policy and provision in the school and SRP by implementing the SEND Code of Practice and Equality Act
- Ensure the School meets all its statutory duties in relation to the education and care of students on the SEND register
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision and resources, to support individual pupils with SEN or a disability which enables students who require access to support for learning achieve high standards
- Lead on the strategic leadership and development of the SRP (Specialist Resource Provision)
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Advocate the needs of students with SEND

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.



# How to apply

Please complete the Application Form, as well as the Equality Details Form, that you will find on the School's website ([www.hlna.co.uk](http://www.hlna.co.uk)) and email them to [jobs@hlna.co.uk](mailto:jobs@hlna.co.uk), indicating in the message title the post you are applying for. If you would like to have a chat about this post, please contact Kirstie Robinson, Headteacher Designate, on 024 7638 8123.

**The closing date for applications is Monday 27th January 2025, with a proposed interview date of Monday 3rd February 2025.**

Please address the following points when completing the 'Additional Information' section of the application form: -

- why you feel your personal qualities and experience make you an excellent candidate for this position;
- Your specific ideas about what you can do as SENDCO to ensure that SEND pupils at Higham Lane North Academy are safe, happy and make excellent progress.

# About Higham Lane North Academy



'Everyone will excel through our high expectations and high levels of care and support. Higham Lane North Academy is a school where everyone is included and everyone belongs.'

**Kirstie Robinson**  
Headteacher

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We are aspirational and ambitious for the children of Higham Lane North Academy. We are committed to, and believe very strongly, that our pupils are given the very best education with which to build the foundations of their futures. Our core values of wisdom, pride, integrity, compassion and kindness will be the foundation of every policy, interaction and decision at Higham Lane North Academy between all members of staff, pupils and within the community. The North Way, based on supportive routines and expectations for success will be palpable throughout the school, meaning that teachers can flourish and thrive as they educate our pupils to be the best they can be.

## Why be a key part of Higham Lane North Academy?

We hold a strong commitment to supporting you to be the best that you can be as a professional. Not only will we continue to support your ongoing professional development, but we are unwavering in our commitment to provide you with the opportunity to be valued as an integral part of a team with your contributions recognized and celebrated within a culture of wisdom, pride, integrity, compassion and kindness.

## The first year and beyond at Higham Lane North Academy

In the first year we will be a fairly small team of approximately 18 – 20 teaching and support staff. As more pupils join the school, inevitably the team will grow. The first year provides us with a unique opportunity to work closely together and beyond subjects to support each other.

# Your Environment



## The school building and grounds

Higham Lane North Academy's building and grounds have been planned to create a learning environment that will provide high-quality educational provision, academic excellence, exceptional pastoral care and personal development in a school that will be at the heart of the community. Our convenient location provides easy access from the new Northern Link road that will link new housing developments in the north and east of Nuneaton, from the A5, and by bus. There will also be a dedicated walking/cycling lane along the new access route and a secure compound for bike storage.

The impressive, state of the art facilities include:

- An impressive assembly hall
- A well-stocked library and learning space
- Designated staff work room areas with facilities
- IT-rich classrooms
- Spacious dining hall with outdoor canopy
- Drama studio
- Dance studio
- Curriculum habitat areas
- Outdoor learning spaces
- Indoor sports hall
- Four outdoor tennis/basketball/volleyball/netball courts
- Four outdoor multi-use pitches for sports such as rugby, football and athletics plus a grass running track around the largest of these with capacity for field events
- Outdoor amphitheatre
- Separate optional entrance for children with SEND.
- Designated SEND garden
- Meadow grass planting and flowering lawns creating an ecological corridor across the site



**HLNA is a school where everyone belongs and everyone is included.**

## **HLNA staff will benefit from:**

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- 01** A supportive, collaborative working environment that places staff workload and wellbeing at the heart of all working practices.
- 02** A clear behaviour and praise policy that enables all teachers to teach, and all pupils to learn effectively with a highly visible and supportive senior leadership team. This includes a centralized detention system, ensuring that you are fully supported with your practice.
- 03** A commitment to an ambitious, broad and balanced knowledge curriculum that is highly considerate of teacher workload and wellbeing, particularly around planning, assessment and feedback.
- 04** Research-based teaching and learning practice and strategies developed with workload and wellbeing in mind. Alongside this you will work within an environment that has a genuine passion and enthusiasm for teaching and learning that will enable you to thrive and flourish within the classroom.
- 05** Weekly CPD opportunities with a careful balance between whole-school, subject and personal priorities to be even more effective.
- 07** Opportunities to obtain professional qualifications and develop your career over the coming years in a growing school. We will provide bespoke career stage training such as NPQH and ELP.
- 08** The opportunity to work with a highly experienced, effective, forward-thinking and ambitious senior leadership and Trust team.
- 09** A supportive senior leadership and trust team that will regularly seek your feedback to hear your views on what is going well, and how we can be even more effective, giving you control over your work practice and contributions.
- 10** The opportunity to work collaboratively with other schools within our trust, particularly with Higham Lane School and Oak Wood Primary and Oak Wood Secondary Schools.



# Duties and responsibilities



## Main Responsibilities

- Strategic direction and development of SEND provision in the School
- Ensure the School meets all its statutory and local duties in relation to the education and care of students with SEND to ensure reasonable adjustments and access arrangements.
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Actively lead the development of policy and practice concerning the education and care of students with SEND.
- Liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution to the education and care of students with SEND.
- To keep up-to-date with and respond to local and national developments in SEND education and care.
- Ensure the objectives of the SEND Policy are reflected in the Department Development Plan, that effective systems are in place to identify and meet those needs and that they are coordinated, monitored, evaluated and reviewed.
- Provide regular information and SEF (self-evaluation form) update to the Headteacher and Governing Body on the progress of SEND students, along with an evaluation of the effectiveness of provision for students with SEND.
- Maintain an accurate SEND register and provision map. Lead on procedures for early identification of need, support, monitoring and assessment.
- Be responsible for diagnostic testing and base line assessments of students with SEND or those identified as requiring additional support.
- To liaise with the Examinations Officer regarding exam concessions and provision for SEND students.
- To work closely with staff who have responsibility for other vulnerable groups (e.g. Children who are Looked After and students with English as a Second Language) to offer support for students with SEND or additional needs.
- To lead Early Help meetings and multi-agency reviews
- To have oversight of students' with physical and medical needs.

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## Teaching, Learning and Assessment

- To work with the senior leadership team in sharing the most effective teaching and learning approaches for students with SEND and additional needs.
- Contribute to whole school priorities as an advocate for pupils with SEND and additional needs.
- Undertake an appropriate timetable of specialist teaching within the SPR and other related interventions in accordance with the duties of a teacher.

- To work with the senior leadership team to ensure all members of staff recognise and fulfil their statutory responsibility to students with SEND and additional needs, championing their cause at all times.
- Ensure all ECHP/ EHCPNA/ Pupil Profile documentation are appropriately prepared and reviewed and formal assessments carried out as necessary.
- Prepare costed Individual Education Plans (IEPs), where required. Regular liaison with Plan coordinators and review of Top Up Funding to ensure students are receiving appropriate provision.
- Closely monitor, support and review progress of students with an EHCP or SEND support, provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support. Identify and implement personalised programmes where necessary.

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## Leading and Managing Staff

- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Offer strategic oversight, deployment and management of Support for Learning staff.
- Promote the students' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Contribute to performance management and to act as reviewer for a group of staff as directed by the Headteacher.
- Promote teamwork and motivate staff to ensure effective working relationships. Identify, advise, contribute and, where appropriate, coordinate the professional development of staff to increase their effectiveness in responding to the needs of students with SEND
- Provide induction, lead INSET sessions and briefings for staff and share procedural information, such as the school's SEN policy

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## Effective Deployment of Staff and Resources

- Advise the Headteacher, Governing Body and Trust of priorities for expenditure and deployment of staff and utilise allocated resources with maximum efficiency.
- Maintain and develop resources, oversee the management of the effective and efficient deployment of classroom support and interventions.
- Take on any additional responsibilities which might, from time to time, be determined.
- Hold regular, student-focused meetings of the Support for Learning Team.
- Over time, to be responsible for the assessment of students for exam access arrangements. (We can train you in this if necessary).
- Manage the SEND budget effectively

# Relationship with Parents/Carers and the wider Community

- Prepare and present informative reports to parents/carers. Review the education, health and care plan (EHCP) with parents or carers and the pupil
  - Facilitate parent training and network sessions, as appropriate. (
  - Meet with parents/carers as and when appropriate to foster positive home school relationships.
  - Lead and coordinate attendance at parent evenings, as appropriate.
  - Liaise with agencies responsible for SEND students' welfare.
  - Respond in a timely manner to parental requests for additional support and assessment.
  - Work in partnership with parents, carers and pupils to review the EHCPs.
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## Manage your own Performance and Development

- Take responsibility for your own professional development and keep up-to-date with research and developments in pedagogy.
- Share corporate responsibility for the implementation of school policies and practices.
- Set a good example to the pupils you teach in the way you present yourself and your personal conduct.
- Evaluate your own teaching and aim to continually develop its quality.
- Be aware of the provision in the local offer



**Every child at HLNA will  
have a champion.**



# Person Specification



## Qualifications and training



- Qualified teacher status
- Hold the National Award for SEN co-ordination/be currently or willing to enrol to complete the NPQ SENCO by Spring 2025
- Degree
- Further professional qualifications (desirable)
- Postgraduate/further training in SEND (desirable)

## Experience



- Teaching experience over a number of years
- Experience of working at a whole-school level
- Involvement in self-evaluation and development planning
- Experience of conducting training/leading INSET
- Experience of line-managing staff

## Skills and knowledge



- 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



- 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
- Ability to work very well within a team
- Ability to have a sense of humour and remain positive when times feel challenging

Higham Lane North Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be subject to an enhanced DBS check and will also be taken through the School's vetting procedure. Higham Lane North Academy is also strongly committed to protecting personal data. Our Privacy Notice, which can be found under the GDPR section on the School website, describes why and how we collect and use personal data and provides information about individuals' rights.



# Build Progression



**2024** | May

- Groundworks in place
- Foundations laid
- Playing fields started
- MUGA courts started
- Perimeter fencing in place



**2024** | June

- Lift shafts poured
- Section A steels in place
- Staircases installed
- Drainage installed for school and pitches
- Final fences starts to be installed



**2024** | July

- Steels completed through out
- Concrete slabs laid
- Roof started (insulation and sealing)
- Building insulation (interior walls) installed.
- New road to school started



**2024** | September

- Section A internal partitions started
- Window installation started
- Roof being sealed
- Final concrete slab laid
- Building insulation (interior walls) continued
- New road being built



**2024** | October

- Internal partitions being completed
- Windows completed and curtain windows installed.
- Roof seal finalised and external brick work continued
- Car park continued
- New road still being built



**2024** | November

- Brick work continued
- Internal boarding finished
- Skimming of walls started
- Wall colours, carpets and blinds chosen



Contact Us

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