



SENDCO

Candidate Pack



Welcome to Kingsbury Green Primary School

Headteacher: Ms Reena Shah (BA Hons), NPQH, NPQEL

Dear Applicant,

Thank you for your interest in the position at our school. I hope that you will find this information pack helpful. I am delighted to be the Head Teacher of such a vibrant and dynamic school.

Kingsbury Green is a community school for children aged 3 – 11. We serve a diverse, multi-cultural community, valuing the richness our local area brings to the school. We put learning at the heart of everything we do, to ensure our children gain both the academic skills and social skills to become global citizens. Our children love to learn in many ways and show this through their impeccable learning behaviour, willingness to take risks and to take on responsibility and leadership roles.

We have an excellent staff team who are ambitious for all children and determined that they will succeed through the care, learning and direction they receive here. We believe in growing great teachers by investing in instructional coaching for all staff through supportive line management.

We value and expect an open and active partnership with families so that together we ensure each child achieves their personal best having had an exciting, safe, and memorable learning journey here.

The SENDCO

The right candidate, as well as being an excellent teacher who is able to model good practice to colleagues, will also have an understanding of statutory processes around SEND, for example those related to requesting and maintaining Education, Health and Care Plans (EHCPs). We would be happy to accept applications and enquiries from any teachers without the SENDCO qualification, but with experience of supporting learners with additional needs. We are willing to invest in and support the right candidate to achieve the NASENCO qualification and this role would be well suited to someone currently in a Deputy/Assistant SENCO role who feel they are ready to step up into a SENCO role.

The successful candidate would be joining a friendly and driven team of staff, all dedicated to positive outcomes for our pupils. They would have the opportunity to identify and coordinate training needs for our staff, contributing to a culture of professional development and ensuring that best practice related to SEND is shared and discussed.

Please look at our school website and read this pack carefully and if what you read resonates with you, I look forward to hearing from you!

Kingsbury Green Primary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment, applicants must be willing to undergo child protection screening, including checks with employers and the Disclosure & Barring Service. We aim to be a fair employer and are committed to equal opportunities. We do not discriminate against employees based on gender, ethnic origin, disability or age.

If you would like to learn more about this post, I would be delighted to answer any questions you may have, and I'd be very pleased to show you our school. To arrange a visit please email, recruitment@kgreen.brent.sch.uk.

Yours sincerely

Reena Shah

Head Teacher



Our Vision

At Kingsbury Green we aspire to be ACE in everything we do.

We thrive when every child does. We aim to prepare our pupils to be ready for tomorrow's challenges and opportunities by helping curiosity flourish, knowledge take root, resilience and confidence grow. Excellent behaviour – ready, respectful & safe - is a must.

Our diverse community teaches our pupils about how ambition, perseverance, teamwork, and strong relationships unlock the futures that they dream of and choose to take on. We aim to offer a broad curriculum so our children will have secure knowledge and develop character to help them achieve life-long success.

Our staff have a range of development opportunities in a disciplined and ambitious setting. They are encouraged to continually improve by applying latest learnings so every child at Kingsbury Green excels and can showcase their talent. We think deeply about pedagogy, and we seek out candidates who enjoy learning, enjoy reading and are research informed to offer and deliver learning and care in a holistic and heartfelt way.

We aim to recruit staff who want to make a difference, who are creative, show initiative and are keen to lead.

Our Values

We work together in a way that recognises our core values and help to develop them in our learning community. Our values are:

Ambition: *aim high; work hard*

Character: *be yourself; be your best self*

Empathy: *be kind; think of others*

Our school values are instilled into our school curriculum and daily life. We are determined that all pupils will reach their highest potential, regardless of their background or need, allowing them to grow as ambitious individuals.

We have a very successful and oversubscribed additional resource provision (ARP) which caters for 30 deaf pupils from Nursery to Year 6. They are supported by a team of home-grown teachers of the Deaf and specialist teachings assistants. We teach BSL as a modern foreign language to our children in Key Stage One and this supports the inclusive ethos in our school.

In addition to our provision for Deaf pupils, we have a small in-house managed provision for pupils with complex needs, some of whom are awaiting a place in a special school. We continue to develop this provision to enable our children to receive a curriculum that is matched to their needs.

Our recent OFSTED inspection highlighted provision for SEND as a strength in our school:

"Pupils with SEND do very well because their needs are understood and supported. This is typically through high-quality teaching and careful adaptations."

"The school have been resourceful and imaginative in response to changing and increasingly complex levels of need presented by pupils at the school. The school has provided a highly supportive environment and teaching for a small number of pupils who need an alternative approach. This works alongside the very successful and well-embedded additional resource provision (ARP) for pupils with hearing impairments. Both these provisions share their expertise and dovetail well into the mainstream school, enriching the learning, behaviour and culture."

You can read the full report [HERE](#).



JOB ADVERT: SENDCO

Kingsbury Green Primary is seeking to appoint an outstanding and inspiring SENDCo. This is an exciting opportunity for a dynamic and talented leader, with a proven track record of supporting and raising achievement for pupils with additional needs in their school, and to work effectively within the school community of children, staff and parents.

Job Title	SENDCO (Permanent- FTE)
School	Kingsbury Green Primary School
Location	Old Kenton Lane, NW9 9ND
Grade	MPS/ UPS (Plus SEN Point with NASENCo Qualification)
Start Date	September 2025 or sooner
Closing Date for applications	12pm on 3rd March 2025
Interviews	Week beginning 16th March 2025

We are seeking a SENDCo who:


- Has current SENDCo Leadership experience or is willing to train to gain the SENDCo Qualification.
- Shares our vision of transforming learning to raise aspiration, secure enjoyment and love of learning and develop a sense of pride in all that we do.
- Puts children at the heart of everything they do and has high expectations of them especially those who are vulnerable or have additional needs.
- Is an outstanding and enthusiastic classroom practitioner with a proven track record of raising standards for all, but especially children with additional needs.
- Is an excellent leader with a passion and commitment to improving the life chances of children.
- Has a proven ability to lead, inspire and motivate others.
- Has a strong commitment to well-being and mental health for pupils and staff.
- Has a track record of developing effective partnerships with staff, governors, parents and the wider community agencies in order to drive forward change and shape the future for our pupils with additional needs. You will have the leadership qualities and drive to inspire and encourage staff and pupils to achieve their very best. You will have an innovative, inclusive approach to leadership and work closely with the Headteacher and Deputy Head.

We can offer:

- A team of skilled and committed staff who support inclusive practice.
- A knowledgeable and dedicated team of senior and middle leaders.
- Amazing pupils and supportive families
- An Innovative and collaborative organisation

Applications must be emailed to recruitment@kgreen.brent.sch.uk

JOB DESCRIPTION: SENDCO

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	Start Date	September 2025 or sooner
	Reports to	Deputy Headteacher
	Staffing Responsibility	Teaching assistants mainstream and ARP

The main purpose of the job is to carry out duties of the post in line with the current [School Teachers' Pay and Conditions Document](#) and the school's own policies.

MAIN PURPOSE OF THE JOB:

- Manage, develop and maintain high-quality SEND / Inclusive provision.
- Have high aspirations for pupils with SEND.
- Assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs.
- Be consistent in the delivery of all the school policies and practices.
- Observe and work with pupils in the classroom, to coach and train colleagues.
- Keep paperwork including records and policies, up to date and actioned, as appropriate.
- Meet with parents/carers to support SEND and pupils' healthcare.
- Liaise closely with other professionals and agencies to support the needs of the pupils.
- Monitor the quality of SEND support delivered both by teachers and teaching assistants.
- Support and maintain the SEND register of pupils.
- To lead on the application for, writing of and monitoring of Needs Assessments and EHCPs.
- Ensure that awareness of SEND issues is maintained across all staff.
- Be a role model for pupils through personal presentation and professional conduct.
- Perform particular duties in accordance with school procedures to ensure pupil safety.
- Model a determination to succeed and a positive attitude to your work.

KEY RESPONSIBILITIES AND TASKS:

SHAPING THE FUTURE:

- Lead the development of SEND Provision at Kingsbury Green under the direction of the Headteacher.

LEADING LEARNING AND TEACHING:

- Exercise a key role in assisting colleagues with the strategic development of SEND policy / Provision.
- Review and adapt the curriculum plans in liaison with staff to meet the needs and aptitudes of SEND pupils.
- To ensure the curriculum is delivered with high standards that maximises achievement of SEND pupils whilst minimising all forms of education disadvantage.
- To lead and advise curriculum leaders in line with agreed school practice and new developments to ensure appropriate support for SEND pupils.
- Support all staff in understanding the needs of SEND pupils.
- Ensure the objectives to develop SEND are reflected in the School Development Plan.

- Monitor progress of objectives and targets for pupils with SEND and evaluate the effectiveness of teaching and learning.
- Analyse and interpret relevant school, local and national data and advise colleagues on the level of resources required to maximise achievement for pupils with SEND.
- Liaise with staff, parents, carers, external agencies and other schools to coordinate their contribution.
- Ensure provision of an environment where all pupils achieve their full potential and overcome any potential barriers to achievement or educational disadvantage based on class, gender, disability or ethnic origin.
- Regularly monitor the progress of pupils in the school and provide reports for parents, carers and governors.
- To have high expectations for all pupils' behaviour, built upon relationships, policies, rules and routines which are understood clearly by all staff.
- To work with colleagues to develop effective ways of bridging barriers to learning through - assessment of needs - monitoring of teaching quality and pupil achievement - target setting, including IEPs – provision mapping - using the school's assessment systems
- To collect and interpret specialist assessment data to inform practice.
- To undertake day-to-day coordination of SEND pupils' provisions through close liaison with staff, parents, carers and external agencies.
- To work with colleagues to ensure all pupils learning is of equal importance and that there are realistic expectations of pupils.
- To consider the range of teaching strategies / equipment that could be utilised for pupils.
- To monitor the input of SEN support staff and to support their professional development so that the pupils they work with make good progress.

LEADING AND MANAGING

- To provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings.
- To contribute to the appraisal process for identified staff.
- To advise on and contribute to the professional development of staff, including whole school INSET provision.
- To provide regular information to the Senior Leadership Team on the evaluation of SEND provision and the impact on improving outcomes.

MONITORING, ASSESSMENT, PLANNING AND TRACKING

- To assist in the identification of pupils' Special Educational Needs through observation in the classroom, individual screening and assessment of reports.
- To oversee the writing and regular review and updating of Individual Education Plans.
- To liaise with external agencies regarding particular pupils to ensure that the school is providing appropriate support for the child.
- To liaise with classroom teachers concerning the needs and progress of individual pupils and to provide advice as appropriate about teaching strategies to assist particular pupils.
- To interpret the recommendations of Educational Psychologist, Occupational Therapist and other reports and to disseminate them so that they are effectively implemented in the classroom.
- To use data generated by school assessments effectively to inform future pupil progress.
- To ensure that high standards of professional performance are established and maintained acknowledging excellence and challenging under performance at all levels.
- To ensure individual staff accountabilities are clearly defined, understood and agreed.
- Work with the Deputy Headteacher, the Headteacher and the SEND Governor to enable them to meet their statutory responsibilities.

STRENGTHENING COMMUNITY

- To actively foster and maintain the multi-cultural ethos within the school and take account of the cultural needs of pupils from all the communities represented in the school.
- To support and influence policies for the pastoral care of pupils, building on existing good practice and taking account of pupil's differing social and cultural backgrounds.

- To promote good-behaviour among the school community in accordance with the discipline and antibullying policies of the school.
- To encourage pupils to have a clear understanding of values, self-discipline, self-respect, and respect for others.
- To ensure good behaviour is always maintained during the school day (including break times), when pupils are present on school premises and whenever pupils are engaged in authorised school activities on or off school premises.
- To contribute to and develop the ethos of the school, allowing this to influence and shape all areas of the school's work, and specifically for SEND pupils.
- To develop and encourage positive relations with parents and carers of SEND pupils.
- To signpost for parents the support they can access in school and beyond, including access to the school nurse and support with personal care for their child.
- To liaise where appropriate with other schools and educational establishments, to share and/or adopt good practice.
- To support and assist pupils in making a successful transfer to secondary education.

ADDITIONAL RESPONSIBILITIES AND GENERAL REQUIREMENTS

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Headteacher.
- 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.

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 deputy head teacher will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the head teacher.

Kingsbury Green is committed to ensuring inclusion, diversity and equality of opportunity. We welcome applications from all suitable candidates and encourage those from underrepresented groups, and/or protected characteristics, to apply.

We are committed to safeguarding and promoting the welfare of children and we expect anyone applying to work at our school to share this commitment. All appointments are subject to pre-employment checks. Kingsbury Green applies for criminal record certificates from the Disclosure and Barring Service (the 'DBS') in respect of all prospective employees, Governors and volunteers.

Core Competencies – SENDCo

	Essential/ Desirable
Qualifications & Training	
Educated to degree level	E
Qualified Teacher Status	E
At least 3 year's minimum, continuous classroom experience within the last 4 years in a UK setting	E
NASENCo Qualification (or willingness to undertake this)	E
Evidence of leadership training and successful impact	D
Knowledge and Experience	
Substantial knowledge and experience of teaching a broad and balanced curriculum appropriate to the needs of primary school pupils	E
Knowledge and understanding of current initiatives, developments, research and legislation that relates to pupils with SEND	E
Evidence of successful implementation of strategies which raise attainment, achieving high standards of pupil progress	E
Knowledge and understanding of the factors which support meeting the needs of diverse learners	E
Be an exemplary practitioner who can provide an excellent model of classroom practice for others	E
Proven ability in leading staff teams, school improvement projects and measuring progress and impact	E
Experience of managing a budget	D
Working successfully with external agencies	D
Skills:	
Highly developed interpersonal skills, motivating, inspiring and challenging adults	E
Highly effective communicator, able to articulate your understanding around barriers to learning that some pupils may face and being able to build trust and confidence with all members of the school community	E
Able to deal sensitively and fairly with conflict, and negotiate solutions to problems	E
Able to interpret and make effective use of data and other sources of evidence to identify key issues for achievement, progress and school improvement	E
Able to prioritise and manage time effectively to achieve objectives	E
Be able to pedagogically and practically ensure a positive climate for learning for pupils with SEND	E
Demonstrate a clear view on provision for children who may be falling behind, have a SEND or who are over-looked in a busy classroom	E
Demonstrate ability to make accurate assessments of learning and the plans necessary to close gaps in learning and development	E
An understanding of the SEND Code of Practice and its implications	E

Operational Management	
Skills, knowledge and ability to make decisions that are efficient and use resources including time effectively	D
Be able to demonstrate analytical thinking	E
Be able to coach teachers, give precise feedback to improve the quality of teaching, learning and assessment.	E
Professionalism and Personal Qualities	
Demonstrate personal authority through voice, presence, professional attire and self-regulation at all times	E
Demonstrate empathy towards colleagues and the community; agility in mind and spirit and hard work – leading by example	E
Demonstrate a thirst for knowledge and interest in educational research and development	E
Well organised, calm, confident and assuring	E
Clear educational vision which can be effectively communicated and developed	E
High level of emotional literacy – able lead, inspire, motivate pupils, parents and staff alike	E
The ability to maintain a caring and nurturing attitude whilst maintaining professional boundaries	E
Ability to remain positive and resilient in challenging situations	E
A commitment to the values and ethos of the school	E
A commitment to the promotion of equality of opportunity	E
A commitment to safeguarding pupils	E