



Weald of Kent
Grammar School



SENDCo
(Maternity Cover at
our Sevenoaks Campus)

Job Description



Employment Status:

Maternity and Part-time 0.8

Salary:

MPS/UPS plus TLR1b £10,533.60 (£13,167 FTE as per 24/25 pay scales)

Start Date:

ASAP

Closing Date:

Monday 17th March 2025, 9AM

Interview Date:

Thursday 20th March 2025

Reporting to:

Senior Assistant Headteacher

Location:

Weald of Kent Grammar School is located on two campuses; Tonbridge and Sevenoaks. You will be required to work across both campuses.

*Please note, interviews and appointments may be arranged where a suitable candidate is found prior to the closing date.



Welcome from the Headteacher

Dear Colleague,

Thank you for your interest in the position of SENDCo at Weald of Kent Grammar School – where we have a reputation for academic excellence, a focus on high quality pastoral care, guidance and support as well as superb extra-curricular provision.

Weald is an inclusive, happy and caring learning community that is ambitious for all of its students, seeking to ensure that they are challenged to make the very best of their abilities and to achieve success in all they do. All the staff, both teaching and support, play an integral role in achieving this.

Everything we do at Weald is underpinned by our three core values: curiosity, courage and compassion as well as our belief that ‘the whole child is our whole point’.

If you have the energy, passion and integrity to bring to this role, you can look forward to working with a highly qualified, skilled and committed staff team who work extremely hard for their students, and who are proud to teach at Weald of Kent Grammar School.

But most importantly, you will have the pleasure of working with the most inspiring students – the very best ambassadors and advocates for their school.

I hope you will want to learn more about the school by visiting our website [here](#) and that you are motivated to join our team and take Weald of Kent Grammar School to the next stage of its development.

Yours sincerely

Richard Booth
Headteacher

Our School

Weald of Kent Grammar School is a selective girls academy (with a mixed Sixth Form) for approximately 2000 students aged between 11 and 18. The school operates across two campuses located at Tonbridge and Sevenoaks in West Kent. The school is over-subscribed each year for the 270 places in Year 7. Students join the school from a range of areas around West Kent, East Sussex and South East London from a variety of different backgrounds.

Our students achieve at the highest level academically. In 2024, 62% of our GCSE entries were awarded 9/7 grades placing Weald in the top 10% of schools nationally for value added. At A level, 64% of our entries were awarded A*-B grades and the vast majority of our students move from Weald into higher education. Our students are highly able, motivated and a delight to teach. Students enjoy positive and co-operative relationships with staff and it is very rare if an external visitor to the school does not comment on the high calibre of the students.

We are particularly proud of the work we have done to create a strong pastoral system and students enjoy a comprehensive programme of PSHE throughout their time at school. This is taught by form tutors and ensures that strong relationships can be built and maintained. We encourage our students to be active and responsible citizens through a variety of charitable and community activities. The school operates a very successful House system, led by student House Leaders, which encourages integration between the year groups and provides leadership opportunities for students. Similarly, a strong Head Girl and Senior Prefect team and School Council ensure that the student body has a voice within the school and that younger students are supported. Currently we are launching a programme, involving our KS5 students, to help local primary schools with a range of outreach activities.

Outside of the classroom we are fortunate in having staff who provide a wide range of extra-curricular opportunities for students, which is central to our ethos. Sport plays an important part in the life of the school and we are successful at national and regional level in a number of sports including Trampolining, Rugby, Cricket and Athletics. Similarly, we have many opportunities for students to showcase and develop their talents in Music, Dance, Drama and the Arts, including an annual school variety performance and a range of different concerts. We enjoy a successful Duke of Edinburgh scheme, involving over 700 students. Our commitment to this ethos is reflected in our curriculum provision where a number of enrichment days are set aside, the timetable suspended, and students take part in a number of activities and events that allow them to develop and prepare for life beyond the school.

The Sixth Form

We are proud of our thriving and ever growing Sixth Form that has an excellent academic reputation and provides first class guidance and support so that students enjoy a positive and successful post-16 experience and leave us well prepared for life beyond school.

With over 500 students in the Sixth Form, we offer an extensive choice of A Levels taught in excellent facilities by subject experts. Each year we warmly welcome a large number of external applicants who meet our entry requirements.

In addition to A Levels, students have the opportunity to take the Extended Project Qualification (EPQ) which develops skills of analysis and independent research, vital for success in undergraduate study. Students follow a wellbeing programme, including PSHCE and Physical Education provisions.

Weald Sixth Formers continue their education at some of the most prestigious universities in Britain and abroad. To support our students in achieving this, we run an extensive Higher Education programme that includes Oxbridge preparation as well as clear guidance on 'informed choices', Russell Group Universities and the UCAS process as well information about other pathways they may suit some of our students

However, our Sixth Form is about so much more than excellence in academia and we offer a wealth of leadership and extra-curricular opportunities. The prefect team are an integral and highly valued part of the Sixth Form. Led by our two Head Girls they are a dynamic team who coordinate a large amount of activities giving them brilliant leadership opportunities.

Curriculum

We run a three-year KS3, although students begin their GCSE courses in Science in Year 9 allowing them all to do 3 separate sciences at GCSE. Our KS3 students, study a modern foreign language alongside the other national curriculum subjects, with the opportunity to take an additional language in Year 9. At KS4, students' study for ten GCSEs, which includes a Language option and a Humanities option. In the sixth form most students' study 3 A Levels, with the most able being given the opportunity to study four. This is supplemented with the range of opportunities detailed above.

About the Post

We are looking to appoint an outstanding SENDCo and teacher who is aware of the key barriers to learning students experience and has an impressive track record in ensuring that teaching, learning and assessment are wholly inclusive in a secondary school setting.

The SENDCo is committed to delivering the school's vision and high ambitions for the school's future. Through working closely with all staff they are responsible for the development, monitoring and evaluation of the school's Special Educational Needs Policy. The SENDCo ensures that the day-to-day operation of that policy results in raising students' achievement and closing the gap. In addition, the SENDCo is responsible for supporting policy and ensuring practice across the organisation meets the needs of all learners. The SENDCo communicates to others clearly and regularly about the strategic direction in this area and supports teachers in establishing effective approaches to Quality First Teaching. In particular, they ensure that the systems and profiles they introduce are understood and embedded in the everyday work of the school. The SENDCo seeks to challenge underperformance and remove barriers to inclusion and achievement. The SENDCo is an outstanding teacher who consistently models Professional Standards. They actively seek out best practice and inspire others to continue to improve. The SENDCo actively supports the activities of the school community and the wider community it serves.

The Team

The Learning Support Team are focused, hard-working and friendly individuals, who work together to ensure our students feel valued and able to make their expected progress. It is made up of the Senior Assistant Headteacher, SENDCo, three learning Mentors and one Teaching Assistant. The team work closely with the Student Support team and together lead on all inclusion matters in the school, supporting the teaching, learning and assessment of our students ensuring that 'Quality First Teaching' is delivered for all. The well-being of our students is a key priority for the school and the Learning Support Team are at the forefront of our provision for student support. The team is highly regarded by all stakeholders and is known for the excellence of its delivery and outcomes for all of our students.

Our Commitment to You

Staff are our most valued asset and we place a high emphasis on staff well-being and professional development, no matter what stage of your career you are at. We pride ourselves with the supportive and inclusive nature of the school and ensure that we foster a friendly working environment. As part of our commitment to staff well-being and development, we offer the following to teaching staff:

Professional Development

- Research led CPD programmes, tailored to individual's aspirations, which are based both in school and across the wider Trust.
- A full induction programme for all new staff.
- ECT's will have a lower teaching load, timetabled mentoring sessions and a full programme of training and induction activities.
- Unlimited access to the National College CPD platform.
- An additional INSET day at the beginning of the academic year dedicated to teacher planning and preparation.
- Our "No lesson judgements" policy ensures lesson observations are developmental and supportive.
- One INSET day a year dedicated to moderation and curriculum preparation.

Staff Welfare

- Data capture that is measured and timely - we report progress home three times a year.
- Minimal written reports.
- No requirement for teachers to submit lesson plans, even for lesson observations.
- Teaching staff are only required to do a maximum of one twenty minute duty each week.
- Supportive yet challenging governance, which understands that teachers are our most valuable resource.
- We are a school that appreciates the importance of family. We do our best to support staff when there are issues and requests for additional leave regarding family events and an Additional Leave policy that supports staff when they may need time off school.
- A teaching load of 42/50 one-hour periods of teaching per fortnight maximum.

Support

- The school calendar is planned in advance across the whole year so people know what is happening and when.
- In-house cover supervision team.
- A comprehensive pastoral team to help with supporting our students with behaviour and wellbeing.
- A highly effective and proactive support staff that play an important role in supporting teaching and learning.
- A Marketing, Events and Visits team that are responsible for organising key school events and trips.

Benefits

- School budgets are set making the assumption that everybody will get their incremental pay rise.
- Cycle to work scheme.
- Healthcare cash plan.
- Occupational health support.
- Priority admission for staff children (see admissions policy on school website).
- Employee Discount Scheme (Multiple Retailers – Kent Reward Scheme).
- Opportunity to perform paid lunch-time duties (with free lunch).
- Free annual flu vaccination.
- Employee Assistance Programme.
- Free tea and coffee provided in the staff room.
- Use of onsite canteen offering hot meals and salad bar.
- Opportunities to participate in enrichment activities e.g. theatre visits.
- Opportunities for flexible working.
- Free on-site parking.
- Membership of the Teachers' Pension Scheme (TPS) or Local Government Pension Scheme (LGPS).

Environment

- Pleasant working environment with very well-behaved students.
- Eleven acres of school grounds set in Green Belt land at Tonbridge Campus.



Job Description

The SENDCo role and responsibilities will be reviewed annually to meet the needs of the school community. In addition, it is understood that they must actively engage with the nationally approved training required to carry out this role including Child Protection and Safeguarding. The areas of responsibility will include a range of strategic and operational activities.

Strategic Responsibilities

- Support the team in assisting the Headteacher, Senior Assistant Headteacher and designated SEND Trustee with the strategic development of SEND provision.
- Ensure all staff understand the needs of identified students and ensure the objectives to develop SEND are embedded in all levels of planning.
- Monitor the impact of objectives and targets for these students and evaluate the effectiveness of learning and teaching through observation, discussion with students and lesson observations.
- Consider and plan for strategic opportunities to develop quality first teaching within the school.
- Analyse and report on relevant school, local and national data and advise on resources/intervention required to maximise achievement and positive outcomes.
- Work with Learning Support, SLT, external agencies and other schools to coordinate their contribution and support.
- Work with the school's team of DSLs and relevant external agencies.
- Regularly report improvements and outcomes to the Trustee Board.
- Support the Senior Assistant Headteacher and SENDCO with the strategic direction for the SEND Team.
- Set short, medium- and long-term plans to deliver the above and meet school priorities and targets.
- Maintain the overview of the identified students' progress towards targets and identify appropriate intervention strategies.

Teaching, Tutoring and Learning

- Identify and disseminate effective teaching and learning approaches and engage with current research to support this work.
- Suggest ways to close learning and achievement gaps through assessment of needs, monitoring teaching, setting targets, devising Learning Plans and developing systems to track and record progress, in line with the Graduated Approach of Assess, Plan, Do and Review.
- Streamline processes to ensure swift and accurate identification of need and relevant support.
- Interpret specialist assessment reports and data, disseminating relevant content as appropriate.
- Lead the day-to-day coordination of provision/intervention.
- Ensure equal opportunity and access is central to teaching and tutoring.
- Identify strategies and equipment that could support students.

Leading and Managing Staff

- Foster positive working relationships across the school community.
- Provide professional guidance to staff to secure effective teaching and learning for all students.
- Lead groups of staff in continuous professional development to support students with SEND.
- Actively promote rigorous and developmental performance growth processes.
- Inform SLT and Trustees of future development needs that will help to realise the school's vision.
- Provide regular written updates to the Headteacher and Trustees on the evaluation of the area's work.

Operational Responsibilities

- Deploy staff and support colleagues in carrying out their duties.
- Advise on priorities for expenditure and monitor the effectiveness of spending and usage of resources to ensure value for money.
- Manage and develop key personnel within Student Services with support from the Lead SENDCO.
- Co-ordinate Provision Plans, Annual Reviews, High Needs Funding and other statutory reporting.
- Develop links with parents and carers of students in the school by ensuring parents are well-informed about the curriculum, and academic, attendance and personal targets for their children.
- Direct Line Management Responsibilities for the strategic direction, work and policies of the Learning Mentors.

Person Specification

	Essential	Desirable
Qualifications		
Hold QTS (or equivalent) and a relevant undergraduate degree	✓	
National Award or NPQ for SENDCo's	✓	
Evidence of further professional development relevant to post	✓	
DSL trained (or willingness to undertake training as soon as position is taken up)	✓	
Experience		
Demonstrate successful teaching of GCSE and A-Level at an outstanding level	✓	
Have experience of initiation and effective management of change		✓
Show evidence of raising achievement in present post and showing good value added for groups	✓	
Outstanding classroom teacher and tutor	✓	
Experience of managing a team	✓	
Experience as a SENDCO which includes supporting students from Key Stages 3 – 5 and all four Areas of Need	✓	
Skills & Knowledge		
Have knowledge of current curriculum developments in subject and their implications	✓	
Have good knowledge and understanding of current educational thinking	✓	
Show good understanding of how children learn and how to raise standards of achievement	✓	
Able to communicate effectively, orally and in writing	✓	
Display excellent organisational skills	✓	
Be able to build and sustain professional standards and relationships with students	✓	
Be able to contribute towards creating a safe and protective environment	✓	
Able to consistently demonstrate effective planning and effective teaching		✓
Excellent time management, planning and organisational skills	✓	
Able to use data effectively to access prior attainment, track progress and set student targets	✓	
Able to provide clear direction and to inspire, motivate and enthuse others	✓	
Confident in own ability to be effective and take on challenges	✓	
Ability to relate well to students, colleagues, parents and trustees	✓	
Effective behaviour management skills	✓	
Able to support students in maintaining high standards	✓	
Up to date awareness of curriculum development	✓	
Efficient and effective administrative, organisational and personal management skills	✓	
Personal Attributes		
Ability to inspire, challenge and motivate students	✓	
Have a positive approach to education with a desire to succeed	✓	
Energy, enthusiasm and perseverance	✓	
Reliability and integrity	✓	
Good interpersonal skills	✓	
Professional appearance and manner	✓	
Clear vision and educational philosophy		✓
Positive commitment to individual personal development	✓	
Capacity to work hard, under pressure, to meet deadlines and manage time effectively	✓	
Adaptable and amenable with respect to working practices	✓	
Ability to work independently and in a team, taking a collaborative approach	✓	
Ability to build supportive working relationships with colleagues	✓	
Commitment to supporting the full life of the school	✓	
Suitable to work with children	✓	
Equal Opportunities		
A commitment to inclusive education	✓	



Application Process and Safeguarding

Applications

[Application forms](#) can be found on our website or on tes.com and should be sent to Human Resources at HR@wealdgs.org. The communication should set out how your proven relevant experience relates to this role. For safer recruitment purposes application forms need to be completed in full and CV's will not be accepted.

References

References may be taken up before being short-listed, please indicate on your application form if you have any objection to us contacting the referee prior to interview.

Safeguarding Duties and Responsibilities

This role is a teaching or teaching support role involving extensive contact and responsibility for children.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be expected to uphold this duty and be responsible for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, and so to adhere to and ensure compliance with the school's Safeguarding Policy at all times and complete appropriate training. If in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, they must report any concerns to the school's Designated Safeguarding Lead or to the Head.

Applicants will be required to undergo child protection screening appropriate to the post. Since this role involves 'regulated activity' with children, the successful applicant will be required to complete a Disclosure and Barring Service (DBS) disclosure application. Employment will be conditional upon the School being satisfied with the result of the Enhanced DBS check and the outcome of all the other checks.

The School will also carry out a check of the Children's Barred List on the successful applicant. Applicants should be aware that it is unlawful for the School to employ anyone to work with children if they are barred from doing so, and it is a criminal offence for a person to apply to work with children if they are barred from doing so.

This role is also exempt from the [Rehabilitation of Offenders Act 1974](#) and the School is therefore permitted to ask shortlisted applicants to declare all convictions and cautions (including those which are 'spent' unless they are 'protected' under the DBS [filtering](#) rules) in order to assess their suitability to work with children.

Please read our [safer recruitment policy](#) & [recruitment of applicants with a criminal record policy](#) before completing your [application](#).

Please also be aware of our [Safeguarding / Child Protection Policy](#).

More Information

For more information on the role, or to come and visit Weald of Kent prior to applying then please contact HR on HR@wealdgs.org. We look forward to hearing from you.