



SENDCo

(Full time with 0.4 teaching responsibility)

Mulberry Wood Wharf Primary

(Part of the Mulberry Schools Trust)



CEO's Welcome

Founded in 2017, we are a flourishing multi-academy trust of primary and secondary schools in London and East Sussex. We believe in outstanding achievement for all, and our aim is to develop creativity, leadership and a life-long love of learning in all of our students.

Our Trust is deeply rooted in the local communities we serve and outward-facing in our ambitions. We are committed to achieving excellence for every child and young person, and to making a lasting, positive difference to the education system as a whole.

Our schools provide both an exceptional education and life-enriching opportunities beyond the classroom, so that every young person leaves confident, highly qualified and ready to thrive. In this way, we help ensure students go on to lead happy, fulfilled lives, making a positive contribution to their communities, to society and to the wider world.

We are extremely proud of our dedicated staff, governors and trustees who work tirelessly to create inclusive, ambitious and nurturing school communities. Alongside our schools, our Mulberry Changemaker programmes open up new pathways for students and families. Meanwhile, the East London Teaching School Hub and Mulberry College of Teaching provide excellent teacher training and professional development.

I warmly invite you to explore our website to find out more about our work, our people and our vision.

Alice Ward

Interim CEO

Mulberry Schools Trust



Our Vision

Our vision is to be a key provider for quality education so that all of our students leave us as highly qualified, confident and articulate young people with a wealth of experience.

This vision is under-pinned by moral purpose – a desire to do more to improve the quality of education for all children and young people – and a commitment to schools working together to secure an inclusive, ambitious, collegiate and high-quality offer.

A Mulberry education is premised on three under-pinning principles:

1. Access to education and the chance to be educated is a human right in a civilised world.

We believe that every young person should receive the same opportunities and quality of education, regardless of their natural ability or where they come from. Our Trust was formed to enable our partners to deliver the best possible educational outcomes for their young people and the communities they serve through sharing expertise and promoting outstanding practices.

2. Education should provide rich intellectual and personal development for individuals and communities of people.

An education offered by the Trust is concerned with the spiritual, moral, social, cultural and physical development of people so they have self-determination and can create for themselves fulfilled, happy lives. It is also concerned with equipping people for employment, making a contribution to the economy as well as enabling them to sustain themselves financially.

3. Education is a public good.

To have universal school education brings economic and social benefits to the whole of society; it creates greater peace, prosperity and economic and social well-being. The Mulberry Schools Trust is outward facing and contributes to education beyond the doors of its own schools.

These principles shape the aims of the Trust's education: the curriculum that is delivered, the personal development that is offered and the wider opportunities that are provided across the system.

Our Aims

Our aim is to develop creativity, leadership and a life-long love of learning in our students which will enable them to lead enriched, happy and fulfilled lives, making a contribution to their own community, to British society and to global well-being.

Every student will receive an education that:

1. Engenders high levels of academic and technical ambition
2. Provides rich personal development
3. Enables the development of students' high aspirations and self-determination

Bringing Down Barriers to Success

Our shared background in providing for disadvantaged communities has inspired the Trust to build up a broad network of partnerships to aid and develop student experience, opportunity, drive and success. It is our belief that there should be no barriers to each child's future and that society should, and can, be a level playing field. Aspiring for this to be reality we promise to:

- Emphasise high quality subject teaching that is reinforced by excellent support for learning and intervention.
- Deliver inclusion services that assist personal development.
- Provide excellent pastoral care so no student goes unsupported.
- Continually develop strong leadership and have high levels of expertise in education, supplemented by knowledgeable, committed and challenging governance.

Partnerships with Impact

The Mulberry Schools Trust's corporate and arts partners, such as Bank of America Merrill Lynch, the British Film Institute, the National Theatre, the London Stock Exchange Group, the Donmar Warehouse, the Southbank Centre, Barts NHS Trust and others, will all contribute extensively and be central to the wider extra-curricular experiences that the Trust is able to offer to achieve its aims.



About Mulberry Wood Wharf Primary

Mulberry Wood Wharf Primary is a brand new primary free school, it will be a two-form entry primary school, mainly serving families in the new Wood Wharf housing development where over 3,000 new homes have been built, and the surrounding area.

Our vision for Mulberry Wood Wharf Primary is to create an outstanding, fully inclusive primary school that ensures the needs of all children are met and which makes a vibrant and meaningful contribution to residents in the surrounding area.

We believe in the importance of primary education in shaping a child's adult life. We know that children's futures are often formed by the age of ten and we regard the place of nursery and primary education as an essential part of our family.

Our curriculum offer at Mulberry Wood Wharf Primary will ensure children learn about their local and national communities and international issues. We will encourage active participation through child-led activities, such

as working with charities, fundraising and helping others. We will ensure children are fully aware of both their rights and responsibilities. We will use our curriculum as a vehicle for children to be educated about current world issues, such as the environment, poverty and human rights.

Coherent routes through education from nursery through to age 19 are powerful, not just for children but for schools and their communities, in terms of improving practice and knowing families well, establishing long-standing positive relationships to benefit children as they progress.

Mulberry Wood Wharf Primary is based in Canary Wharf in the Wood Wharf district of Canary Wharf, Isle of Dogs, London, E14.

The School Day

The school day for Mulberry Wood Wharf Primary will be as follows:

- 7.30-8.45 Breakfast club
- 8.50-9.00 Arrival
- 9.00-12.00: Core subjects (English and Maths and Phonics)
- 12.00-1.00 Lunch
- 1.00 - 3.30pm: Other subjects



The Curriculum

The curriculum is ambitious, broad and balanced, tailored to the needs of Mulberry Wood Wharf Primary's community. It is consistent with the fully inclusive, aspirational vision of the Mulberry Schools Trust and focused on outstanding achievement for all. Mulberry Wood Wharf Primary will be an educational environment in which all pupils will become accomplished and confident with the skills and aspirations to move to each phase of their education from early years to primary, on to secondary and into higher education, training or employment at age 19.

Our curriculum will follow the National Curriculum, with PSHCE (Personal, Social, Health and Citizenship Education) and the local agreed syllabus for RE (Religious Education). Spiritual, moral, social and cultural development will be infused throughout children's learning experience. Outdoor learning and physical education will also feature strongly within the daily life of the school, using to full advantage the leisure centre

facilities available to the school as well as the local park close by. The River Thames itself and the waterways within the Isle of Dogs will also provide a rich external environment for learning from which our curriculum will benefit.

We are keen to build on the Early Years foundation stage and the principles of learning and how play-based learning can continue to support pupils through Key Stage One and beyond.

The curriculum will be based upon strong, well-planned teaching and learning in English and mathematics with other subjects taught through both a thematic and discrete approach. There will be cross-curricular links and vibrant experiences with enrichment activities appropriate to age and need, to bring the curriculum alive and to engage and motivate children. Extra-curricular activities will be planned to deepen learning, provide opportunities for choice, give time for additional tuition where necessary and allow children with emerging and established talents to flourish. Our wrap-around care provision and homework will add further opportunities for enrichment and deeper learning.

For the most able, the curriculum will stretch and challenge all children and allow for quick progress in basic skills, with opportunities for cross-curricular learning to be applied to different situations and for the deepening and extending of knowledge.

CURRICULUM PRINCIPLES

Our aims are focused on the intellectual, practical and personal development of children. The following underpins our curriculum model:

- ⦿ English – A swiftly growing competence in the essential basic skills of speaking, listening, reading and writing with the ability to use language fluently to express themselves through a variety of forms.
- ⦿ Maths – A swiftly growing competence in the essential basic skills of number and mathematics, promoting their proficiency in logic, problem-solving and number pattern, with an appreciation of the use of number throughout daily life, as well as in its more abstract forms
- ⦿ Foundation subjects and RE – A strong knowledge and understanding of the world around them learned through the foundation subjects and RE, with a love of learning and the ability to pursue their passions further independently. The arts, sciences, computing and digital technology will be at the forefront of our enrichment programme for pupils, drawing upon the resources of our external partners
- ⦿ Spiritual, moral, social and cultural development – A deep knowledge of themselves through engagement with PSHCE and rich, varied and frequent opportunities for spiritual, moral, social and cultural development.
- ⦿ Creativity – The capacity for imagination, curiosity and creativity, promoting the desire for discovery, invention and entrepreneurialism
- ⦿ Learning without limits – Resilience and self-regulation in learning, with a 'growth mindset' and the ability to know when to ask for help from peers and adults and how to find it
- ⦿ Social skills – A range of social skills, capability in teamwork and capacity for independence from adult support in learning
- ⦿ Engagement with the physical environment – Experience of outdoor learning, engaging with the environment through physical activity and exploration. There will be a full range of trips and visits to promote this development
- ⦿ Self-care and physical development – Knowledge of self-care and how to look after physical health as well as emotional and mental well-being

Job Description

Job Title:	SENDCo
Reports to:	Executive Headteacher
Salary scale:	MPS/UPS + TLR 2B
Duration:	Permanent

This is a full-time position with 0.4 teaching responsibility. The teaching responsibility may decrease in future years as the school grows.

About the role

The post holder in collaboration with the Headteacher, will play a key role in determining the strategic development of the SEND policy and provision in the school to raise achievement of children with SEND.

The post holder takes day to day responsibility for the operation of the SEND/ PP/ LAC and EAL policies, and leads the provision made for individual children within these groups, working closely with staff, parents and carers and other agencies. The post holder also provides related professional guidance to colleagues with the aim of securing high quality teaching for children within identified groups.

The postholder will act as the Deputy Designated Safeguarding Lead and will report to the Designated Safeguarding Lead on all safeguarding matters.

The post holder will hold 0.4 teaching responsibility, covering PPA/ECT time.

Qualities

The post holder will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

Main Duties and Responsibilities

Special Educational Needs and Disabilities (SEND)

Under the direction of the headteacher or deputy headteacher, the post holder will:

- Monitoring the quality of teaching and standards of pupils' achievements, and setting targets for improvement
- Monitoring progress of objectives and targets for pupils with SEND from teachers' plans, evaluating the effectiveness of teaching and learning by work scrutiny's and using these analyses to guide future improvements
- Collaborating with SLT so that the learning for all children is given equal priority, and available resources are used to maximum effect
- Being pro-active to ensure accelerated learning occurs in pupils identified
- Overseeing the day-to-day operation of the school's SEND/ PP/ LAC and EAL policies

- Leading and co-ordinating provision for children with Special Educational Needs and Disabilities.
- Overseeing the records of all SEND/FSM/LAC and EAL pupils
- Promote a culture and practices that allow all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs, and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND Code of Practice](#).

School culture and behaviour

Under the direction of the headteacher or deputy headteacher, the post holder will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behavior from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behavior, in line with the school's behavior policy

Teaching, curriculum and assessment

Under the direction of the headteacher or deputy headteacher, the post holder will:

- Establish and sustain high-quality teaching across subjects and phases, based on evidence
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- Ensure the use of evidence-informed approaches to reading so all pupils are taught to read

Organisational management and school improvement

Under the direction of the headteacher or deputy headteacher, the post holder will:

- Establish and oversee systems, processes and policies so the school can operate effectively and efficiently
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure effective use of budgets and resources
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Staff management and professional development

Under the direction of the headteacher or deputy headteacher, the post holder will:

- Performance manage middle leaders, including carrying out appraisals and holding staff to account for their performance
- Manage staff well with due attention to workload

- Ensure staff have access to appropriate, high-standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet their own needs
- Take on the role of DDSL

Governance, accountability and working in partnership

Under the direction of the headteacher or deputy headteacher, the post holder will:

- Work with the governing board as appropriate
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Additional duties

- To play a full part in the life of the school community, to support the aims and ethos of the school, and to encourage and ensure staff and pupils/students to follow this example
- To ensure the key stage contributes to our extensive enrichment / intervention programme
- To attend all Parents' meetings relevant to teaching role

Other specific duties

- To continue professional development
- To engage actively in the appraisal review process
- To lead on a specific area of responsibility to support the aims of the school

Equality, Diversity and Inclusion

- Adhere to the Trust's policies and ensure anti-discriminatory practice in all aspects of the role.
- Leadership responsibility for ensuring compliance with equality legislation.

Safeguarding

- The post-holder will have due regard for safeguarding and promoting the welfare of children and young people and will follow the child protection and safeguarding procedures adopted by Mulberry Schools Trust.
- Any safeguarding and child protection issues will be acted upon immediately by informing a Designated Child Protection Lead.
- The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the Trust on its behalf.
- The post-holder will be a DDSL and will report to the DSL

Health and Safety

The Health and Safety at Work Act (1974) places duties on all employees:

- To take reasonable care for their own Health and Safety and that of other persons who maybe affected by the individual's acts or omissions at work;
- To co-operate with management to enable them to carry out their duties and comply with all relevant Health and Safety legislation;
- Not intentionally nor recklessly to interfere with or misuse anything provided in the interests of

- health, safety or welfare;
- To assist management/leaders in preparing, implementing and updating all relevant risk assessment for their area of responsibility.

Candidates should demonstrate how they meet these selection criteria in their application form, their supporting statement and the selection interview, including supporting tasks.

This job description and person specification is correct at the date of publication and may alter over time as the needs of the Trust change. The job description will be discussed as part of the Trust's appraisal policy and may be amended after discussion with the post holder.

This post is subject to an enhanced DBS Disclosure and the successful applicant will be subject to relevant vetting checks before an offer of appointment is confirmed, and will be subject to rechecking as appropriate.

Person Specification

Qualifications and Professional Development

Essential:

- Qualified Teacher Status (QTS)
- Evidence of ongoing professional development
- Commitment to undertaking the National Award for Special Educational Needs Coordination (NASENCo) if not already held

Desirable:

- Holds the National Award for Special Educational Needs Coordination (NASENCo)
- Additional qualifications in SEND, inclusion, or leadership

Note:

The school is committed to supporting the successful candidate to achieve the NASENCo qualification within the statutory timeframe if not already obtained.

Experience

Essential:

- Successful experience as a class teacher with evidence of strong pupil outcomes
- Experience of working with pupils with SEND across a range of needs
- Experience of working with parents, carers, and external agencies
- Experience of adapting teaching to meet diverse learner needs

Desirable:

- Experience in a leadership or middle leadership role
- Experience of leading or coordinating SEND provision across a school
- Experience of working with pupils eligible for Pupil Premium, LAC, and EAL

Knowledge and Understanding

Essential:

- Secure understanding of the SEND Code of Practice
- Knowledge of high-quality, inclusive teaching and adaptive practice
- Understanding of assessment, monitoring, and tracking pupil progress
- Awareness of safeguarding responsibilities and procedures

Desirable:

- Knowledge of current national developments in SEND, including the SEND and Alternative Provision Improvement Plan
- Understanding of evidence-informed approaches to teaching and learning, including early reading

Personal commitment:

- A strong willingness to keep up to date with national policy, research, and developments in SEND and inclusion
- A proactive interest in understanding and implementing changes arising from national SEND reforms and guidance

Skills and Abilities

Essential:

- Ability to lead, inspire and support colleagues to deliver high-quality inclusive teaching
- Strong communication and interpersonal skills, with the ability to build positive relationships with pupils, staff, families, and external professionals
- Ability to analyse data and use it to inform strategic planning and improve outcomes
- Strong organisational skills and the ability to manage multiple priorities effectively
- Ability to contribute strategically to whole-school improvement

Desirable:

- Coaching and mentoring skills to develop staff practice
- Ability to lead and deliver effective professional development

Personal Qualities

The successful candidate will:

- Demonstrate a strong moral purpose and commitment to inclusion
- Have high expectations for all pupils, including those with SEND
- Be reflective, resilient, and solution-focused
- Show initiative and a proactive approach to problem-solving
- Be committed to teamwork and collaboration across the school and wider trust
- Uphold high standards of professionalism, integrity, and confidentiality
- Be committed to safeguarding and promoting the welfare of children

Leadership and Values

Essential:

- Commitment to upholding public trust and maintaining high standards of ethics and professional conduct
- Ability to build a positive, inclusive school culture where all pupils can thrive
- Commitment to equality, diversity, and inclusion

How can I apply?

Please download and complete the application form available on the school's website

<https://www.mulberrywoodwharf.org/staff/staff-offer/current-vacancies/> Please be aware that we do not accept CVs.

Please return your application to admin@mulberrywoodwharf.org

If you have any questions about the role or the process, please get in touch with the school:

admin@mulberrywoodwharf.org

Closing Date: Tuesday 5th May 2026

Interview Date: Tuesday 12th May 2026

Start Date: September 2026

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance. We are dedicated to equality and valuing diversity.

Candidates who are selected for interview will be informed following the shortlisting process and full details of the interview will be provided. If you do not hear from us within 14 days of the closing date of the position, unfortunately, you have been unsuccessful on this occasion.

We will seek references on shortlisted candidates and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.