



Application Pack

www.shuttleworthcollege.org



Letter from the Headteacher

Dear Applicant,

Welcome to Shuttleworth College, a mixed 11-16 school where everyone can live our motto; 'Think Big, Chase Dreams and Succeed Together'. Families choose Shuttleworth College with confidence, knowing their children will be part of an inclusive and supportive community committed to the belief that every young person deserves an excellent education that prepares them for success beyond the classroom.

Shuttleworth College is a fantastic place to work and to learn and families, visitors, and Ofsted alike comment on the calm and purposeful atmosphere in the college. Ofsted describe the school as a 'haven' and our young people as 'confident, friendly and courteous'. We expect huge things of all our young people here and set them up to be the best they can be in their future lives. Staff, students and families work together to get the very best out of the five years young people have in this school, with a no excuses culture where everyone is expected to give their best every day.

This role represents a unique and exciting opportunity for an individual who is passionate about supporting students with SEND, relentless in their pursuit of improvement, and deeply committed to ensuring that all students make excellent progress. You will receive support from a reflective, ambitious senior leadership team who work collaboratively, supportively and with a shared moral purpose.

We look forward to welcoming a colleague who will help us build on our strengths and continue to secure the very best outcomes for our students.

Yours Faithfully,



Karen Lightfoot
Headteacher



Job Description

Post Title:	SENCO
Reporting to:	Deputy Headteacher
Responsible for:	SEND
Working hours:	Full time
Salary/ Grade	MPS/ UPS + TLR 1.3
Core Purpose of the Role To provide operational management of Special Educational Needs and Disabilities (SEND) provision across the school, ensuring that all students with additional needs are able to access a broad, balanced and ambitious curriculum and achieve their full potential. The SENCO will play a key role in promoting inclusive practice and ensuring compliance with statutory SEND responsibilities.	
1. Leadership and Management	• Lead and manage the SEND department effectively. • Line manage SEND staff and support their professional development. • Deploy and develop Teaching Assistants and other support staff. • Ensure staff receive appropriate SEND training. • Promote collaborative working between teaching, pastoral and support teams. • Manage the SEND budget effectively and ensure resources are used efficiently.
2. Identification and assessment	• Oversee systems for identifying and assessing students with SEND. • Maintain the SEND Register and ensure information is accurate and up to date. • Ensure appropriate screening and assessment procedures are implemented. • Use assessment and progress data to inform provision and interventions. • Track and monitor the attainment, progress and attendance of students with SEND.
3. Teaching And Learning	• Support teachers in planning and delivering inclusive lessons. • Provide guidance on adaptive teaching and SEND strategies. • Deliver professional development and training for staff. • Contribute to Quality Assurance activities focused on SEND provision. • Ensure students with SEND can access examinations and assessments appropriately.
4. Provision and Intervention	• Ensure high-quality provision for students with SEND across the school. • Coordinate and evaluate targeted interventions. • Ensure effective implementation of reasonable adjustments. • Support the development of adaptive teaching strategies within classrooms. • Work with subject leaders to ensure curriculum accessibility. • Promote inclusive teaching practices that meet the needs of all learners.

5. Education Health and Care Plans (EHCPs)	• Coordinate and oversee EHCP processes. • Lead annual review meetings and statutory reviews. • Ensure provision specified within EHCPs is implemented and monitored. • Liaise with Local Authority representatives regarding assessments and reviews. • Support applications for statutory assessment where appropriate.
Safeguarding Shuttleworth College is committed to safeguarding and promoting the welfare of children, and we expect all staff and volunteers to share this commitment. Applications will be subject to checks with past employers and enhanced check with the Disclosure and Barring Service. Applicants who have lived outside of the UK in the past five years will be required to provide a Police Check from their country of residence. In accordance with DfE Keeping Children Safe in Education 2025, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.	
Additional Information This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document.	

Person Specification



PERSON SPECIFICATION/SELECTION CRITERIA FOR DEPUTY HEADTEACHER AT SHUTTLEWORTH COLLEGE

The applicant will be required to safeguard and promote the welfare of children and young people. The Deputy Headteacher is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.

Selection decisions will be based on the criteria below. At each stage of the process an assessment will be made by the appointment panel to determine the extent to which the criteria have been met and the ability to fulfil the job description for the post.

Candidates failing to meet any of the essential criteria will automatically be excluded at any stage of the process.

The appointing panel will use a combination of assessment tools to determine each candidate's suitability and the extent to which the criteria have been met. These assessment tools include (but are not limited to) the application form, supporting statement, information gathered during the interview process and references.

[A] Qualification requirements	Essential/ Desirable
Qualified teacher status	E
SENCO national professional qualification (NPQ) or working toward	E
Appropriate degree	E
[B] Professional Development	
Evidence of regular, recent and appropriate professional development	E
Up to date safeguarding training and knowledge of legislation for the protection of young people.	E
Extended CPD related to inclusion	D
[C] Experience	
Experience as SENCO within a setting similar to Shuttleworth College	D
Successful teaching experience in a secondary school setting.	E
Experience of supporting students with a range of SEND needs.	E
Experience of line managing support staff.	D
Experience of working with parents/carers and external agencies.	E
[D] Abilities, Skills and Knowledge	
Understanding of High Needs Funding processes and Local Authority SEND systems.	D
Understanding of EHCP processes and statutory requirements	E
Knowledge of adaptive teaching strategies and evidence-based interventions	E
Ability to lead, motivate and develop staff.	E
Ability to monitor and evaluate provision and impact.	E
Ability to use data effectively to improve outcomes.	E
[E] Professional Attributes	
Integrity, professionalism and strong moral purpose	E
Excellent written and oral communication skills to a range of audiences	E
Resilience, adaptability and the ability to lead effectively in a complex and evolving environment	E
A commitment to the professional development for all staff, and self	E
Able to build positive relationships and foster a culture of collaboration and trust	E
Able to engage and work collaboratively with parents and carers	E
Able to plan, prioritise and organise self and others	E
Evidence of commitment to sustained attendance at work	E

[F] Personal Qualities	
Passionate advocate for inclusion and equality of opportunity.	E
Resilient, proactive and solution-focused.	E
Ability to remain calm under pressure and manage competing priorities.	E
Build and maintain quality relationships through effective communication, professional integrity and creative, innovative and dynamic leadership	E
Inspire trust and confidence across the school and community	E
Demonstrate a capacity for sustained hard work with energy, vigour and resilience	E
Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging role	E
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E
[G] Safeguarding	
Displays commitment to the protection and safeguarding of children and young people	E
Able to form and maintain appropriate relationships and personal boundaries with young people	E
Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with and protection of children and young people	E
Will co-operate and work with relevant agencies to protect young people	E

Shuttleworth College is committed to the protection and safeguarding of children and young people in our recruitment procedures and in all our work across and beyond school. The school fully adheres to statutory guidelines in respect to safer recruitment.

All offers of appointment are conditional until satisfactory completion statutory pre-employment checks.

Useful Information

Thank you for your interest in joining our incredible team of staff here at Shuttleworth College.

Further information about the school can be found on our website [here](#).

If you have any questions, please do not hesitate to get in touch.

