



**Candidate Pack**

**SENDCO**

**The Hyndburn Academy**

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**The Hyndburn Academy**

The best in everyone™

Part of United Learning



# Welcome

At The Hyndburn Academy, we are committed to providing an exceptional educational experience for every student. As part of the United Learning Trust, we are proud to be rated *Good* in all areas by Ofsted, reflecting our dedication to academic excellence, personal development, and the well-being of all our students.

Over the past four years, we have experienced significant growth, doubling in size, and we are thrilled to have been selected for the Department for Education schools rebuilding programme, which is due to begin this year, this will ensure our facilities match the high standards we set for ourselves and our students.

Our ethos, "Every Child Matters," is at the heart of everything we do. We believe in nurturing each student's unique potential, ensuring that they feel valued, supported, and empowered to succeed. With our motto, '*The Best in Everyone*,' we strive to inspire every student to reach their full potential, both academically and personally, as we continue to build a thriving, inclusive community.

Both our ethos and motto are underpinned by the core values of:

**Aspiration** – to achieve the best for ourselves and others

**Confidence** – to have the courage of our convictions

and to take risks in the right cause

**Respect** – for ourselves and others in all that we do

At the heart of everything at The Hyndburn Academy is ambition and we know that by working together with parents and carers, our students can achieve anything and everything that they desire.

If you believe that your experience and skillset will help us on our journey, then we would love to receive your application.

I hope you find the information you need in the accompanying pack and on our website useful for the role for which you are applying. However, if you need to know anything further or wish to arrange a visit to the school then please do not hesitate to contact us by telephone on 01254 885378 or via email on [angela.eames@hyndburnacademy.org.uk](mailto:angela.eames@hyndburnacademy.org.uk)

With best wishes,

Mr U Wazir  
Principal



Ms M Haselden  
Executive Principal





Could you be like  
Roald Dahl?!

- Continue writing the ending of the story.
- What might happen next?
- What might the characters do?
- Are the two boys upstairs stuffed animals? How would you describe them?



# About United Learning

United Learning is a Group of schools which aims to provide excellent education to children and young people across the country. We seek to improve the life chances of all the children and young people we serve and make it our mission to bring out ‘the best in everyone’ – pupils, staff, parents, and the wider community. We uniquely comprise schools in both the state and the independent sectors.

As a Group, we can offer more to both staff and young people than any single school could offer alone. The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences.

We believe that our Group contains the most developed relationships and practical interaction between independent and state schools in the country, creating benefits for all the schools involved.

United Learning comprises both United Church Schools Trust, which operates our fee-paying independent schools, and United Learning Trust, which operates our state-funded academies. To find out more about United Learning, please visit the website

[www.unitedlearning.org.uk](http://www.unitedlearning.org.uk)

As part of United Learning, The Hyndburn Academy will share the objective of bringing out ‘the best in everyone’, enabling each student to become a balanced, happy and articulate person with intellectual freedom, confidence, compassion, integrity and a lifelong love of learning.



# Our Ethos

Our approach to education is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people. We believe in supporting our colleagues to achieve excellence and in acting with integrity in all our dealings within and beyond the Group. We believe the safety and welfare of all children and young people is paramount. We summarise this ethos as ‘the best in everyone’ which underpins our core values:

**Ambition** – to achieve the best for ourselves and others.

**Confidence** – to have the courage of our convictions and to take risks for the right cause.

**Creativity** – to imagine possibilities and make them real.

**Respect** – of ourselves and others in all that we do.

**Enthusiasm** – to seek opportunity, find what is good and pursue talents and interests.

**Determination** – to overcome obstacles and achieve success.

As a single organisation, we seek to bring together the best of independent and state sectors, respecting both traditions and learning from each other. We believe that each of our schools is and should be distinctive – committed to developing its own strengths and identity while sharing our core values to promote service, compassion and generosity.

## Continuing Professional Development

We believe that successful organisations make a priority of developing their staff; all the more so in education, where the people of the organisation are its most important asset. The development of all staff is important to us.

We work on the basis that each of us, however effective, can always improve. Any successful candidates of The Hyndburn Academy will be set personal development objectives with the Principal or their line manager each year and will be supported to achieve them.

We believe that schools are at their best when they are autonomous and able to develop a distinctive ethos, reflecting the needs of their pupils and the context within which they work. The Group can get behind the work of Heads and leaders in schools through creating strong networks, providing outstanding educational support and professional development, and by taking the strain of professional functional support. We aim to ensure that the technology, finance, HR and data support is provided more effectively and efficiently than would otherwise be possible, so that Principals can focus on educational leadership.

# Our Framework for Excellence

To achieve our mission, our schools prioritise five key principles:

- 1** The best from everyone
- 2** Powerful knowledge
- 3** Education with character
- 4** Leadership in every role
- 5** Continuous improvement



Our aim is to bring out 'the best in everyone'. So, we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child's potential?



# Our Framework for Excellence

## **'The best from everyone'**

Our aim is to bring out 'the best in everyone'. So, we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child's potential? So, we expect unreasonably – we constantly challenge children to do what they think they can't, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

## **'Powerful knowledge'**

Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

## **'Education with character'**

Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty;

to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

## **'Leadership in every role'**

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others.

Every adult in the school

is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

## **'Continuous improvement'**

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. We aim for high leverage, high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.

# Job Description

<b>Hours of work:</b>	<b>37.5 hours per week</b>	<b>Contracted weeks:</b>	<b>52 weeks</b>
<b>Supporting work/life balance:</b>	<b>5 Inset days per year, plus an additional 3 planning days, at least one personal day per year</b>		
<b>Reporting to:</b>	<b>Vice Principal</b>	<b>Direct Reports:</b>	<b>SEN Support Team</b>
<b>Remuneration Package:</b>			
<b>Salary: Leadership Pay Scales</b>	<b>£36,400-£53040 plus TLR</b>	<b>Employer Pension contribution:</b>	<b>Teachers' Pension Scheme</b>

## Role Purpose:

Specific Areas of responsibility for the SENDCO:

- Support the Principal and Vice Principal in shaping the delivery of Inclusion and SEND provision within the school.
- Work with the pastoral staff to deliver outstanding outcomes for all students with special educational needs, difficulties or disabilities.
- Develop and implement strategies to ensure that identified students have access to the full range of curriculum provision and educational resources.
- Keep abreast of relevant national and local developments, providing advice and guidance to Senior Leaders on relevant legislation and other matters.
- Contribute to the strategic development planning process for the Inclusion and SEN provision across the Academy.

**Broadly, the responsibilities of the role are as detailed below:**

### Core Responsibilities:

- To maintain the SEN register, update records on all students with identified special needs.
- Ensure effective communications with parents and contribute to in-service training for teachers and support staff.
- Monitor and evaluate SEN provision and ensure strategies are adopted to ensure high quality teaching and learning.
- Lead and advise curriculum leaders and their teams in the development of appropriate strategies, methods and resources for differentiation.
- Monitor and evaluate the quality of learning and teaching in SEN and assist in writing and monitoring Individual Education Plans (IEPs).
- Liaise with, and manage the contribution of, external agencies, providers and workers, including medical and social services.
- Contribute to the academy's school policy for raising achievement, especially for students failing under their remit.
- Report termly to the Local Governing Body on the academy's performance relating to the SEN provision.
- To line manage staff according to academy policy and support, challenge and develop them in their roles thus ensuring a culture of accountability at all levels.
- Support the Principal in ensuring that the vision for and identity of the academy is clearly articulated, shared, understood and acted upon effectively by all.
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- Have oversight of costed subject development plans (according to remit) which contribute positively to the achievement of the Academy Development Plan.
- Develop and implement policies and practices for identified subject/area(s) which reflect the academy's commitment to high achievement and is consistent with national and local strategies and policies.
- Establish short-, medium- and long-term plans to raise the quality of Inclusion and SEN provision.
- Track and monitor incoming funding from external agencies.
- Ensure all funding received is allocated in line with student EHCPs and other SEN needs.
- Work with outside agencies and stakeholders to inform future action.
- Ensure that all staff are following individual student support plans, IEPs and EHCPs
- To liaise with parents and continue to develop the positive culture of SEND and vulnerable students
- To engage with the Local authority and external agencies to support SEND provision
- To carry out other responsibilities as required by the Principal from time to time.

# Job Description

## Leading and Developing Others:

- Be a role model for other, demonstrating a high standard of leadership.
- Arrange INSET and CPD activities to develop consistency in the application of the Inclusion and SEN policy.
- Recognise, develop and maximise the potential of others
- Challenge ineffective practice and provide support through strategies for improvement.
- Build a collaborative culture which positively embraces change and progress through staff empowerment and teamwork.
- Regularly review own and teams practice, set personal targets and take responsibility for development through line management meetings and annual PDR.
- Support the school QA process and impact of SEND initiatives in the classroom.

## Quality Assurance:

- Undertake monitoring and evaluation and review that:
  - Highlights strengths
  - Identify success
  - Track developments in Inclusive strategies and their impact on pupil outcomes
  - Contribute to improvements in school structures, systems and policies
  - Identify areas where further development is needed
- Engage with other Leaders in Inclusion and SEN from other high-performing schools to undertake evaluation of the current policy and practice.

## General Duties and Responsibilities:

- Whilst every effort has been made to identify the main duties and responsibilities, each individual task may not be specifically identified.
- Colleagues will be expected to comply with reasonable requests from their line manager/senior staff to undertake work of a similar level that is not specified within this job description and to observe all Academy policy statements.
- Colleagues are expected to be courteous to other colleagues and provide a welcoming environment to visitors and telephone callers.
- At all times working in line with Academy policy and procedures.
- To attend staff training events as appropriate.
- To take care of own and others health and safety.
- To be aware of the confidential nature of issues relating to home/academy/parent/carer.
- The Academy will endeavour to make reasonable adjustments to the job and working environment to enable access to employment for disabled applicants or continued employment for any employee who develops a disabling condition.

# Person Specification

Characteristic	Essential	Desirable	How assessed
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Teaching Qualification.</li> <li>• SEN Qualification</li> <li>• Good Honours Degree or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional qualification or expertise to contribute to Academy enrichment.</li> <li>• Ability to contribute to other subject delivery.</li> <li>• Commitment to further professional training.</li> </ul>	Application Certificates
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Demonstrate successful KS3 and KS4 teaching experience.</li> <li>• Experience of working with students with SEN, organising provision, including preparation of IEPs</li> <li>• Evidence of successful relationships with learners.</li> <li>• Ability to communicate effectively with young people and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to, where appropriate, the implementation of workplace policies and practices and promote collective responsibility for their implementation.</li> </ul>	Application Interview Lesson Observation References
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Excellent knowledge of current legislation and guidance on SEN entitlements and provision</li> <li>• Ability to teach full range of students at KS3 &amp; 4.</li> <li>• Understanding and commitment to the application of new technology as a tool for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote collaboration and work effectively as a team member.</li> <li>• Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback.</li> </ul>	Application Interview Lesson Observation References
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Good communication and organisational skills.</li> <li>• Energy, ambition, and enthusiasm.</li> <li>• Commitment to an inclusive ethos with the belief that every student counts.</li> <li>• Commitment to making a difference with a positive 'can do' outlook.</li> <li>• Ability to lead and work as part of a team.</li> <li>• Adaptability and resilience.</li> <li>• Commitment to health and safety.</li> <li>• Commitment to child protection and safeguarding.</li> </ul>		Interview References
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li>• Satisfactory enhanced DBS clearance.</li> <li>• Medical clearance.</li> <li>• 2 satisfactory references.</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid certificate</li> </ul>	Onboarding process

# Terms & Conditions of Employment

**Employer**

United Learning

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**Position**

SENDCO

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**Reporting Line**

Vice Principal, The Hyndburn Academy

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**Location**

The Hyndburn Academy or such other nearby place operated by the school or to which the school may relocate.

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**Start Date**

September 2026

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**Starting Salary**

£36,400 - £53,040 plus TLR

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**Holidays**

You are entitled to take holidays during the normal school holidays.

Staff are guaranteed one paid personal day off each year.

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**Teachers' Pension Scheme**

You are eligible to be a member of the TPS.

**Health Cash Plan**

Following completion of probation staff are enrolled into a Health Cash Plan which enables you to claim money back towards the cost of essential including optician, dental, and therapy, up to annual limits. It also includes the ability to book same day GP appointments and private prescriptions.

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**Ill Health**

United Learning's sick leave and pay policy will apply. The policy allows for a three years' sliding qualification period, at the end of which you will be entitled to full pay for 100 working days, and half pay for 100 working days.

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**Safeguarding**

United Learning is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This appointment will be subject to an enhanced DBS Check, medical clearance, online checks and employment references, all of which are satisfactory to United Learning.

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**Benefits**

We encourage flexible working and offer opportunities where it meets the needs of the role. We also have a wide range of additional benefits, discount schemes that save you money, as well as access to an Employee Assistance Programme, discounted gym memberships, cycle purchase and car leasing.

*United Learning's normal terms and conditions of employment apply for the position of SENDCO. The final detailed terms and conditions are subject to agreement between United Learning and the successful candidate and will be reflected in the formal employment contract.*

## How to Apply

If you wish to discover more about this exciting opportunity, need further information or would like to have an informal discussion, please contact our Vice Principal, Lee Searle, on [Lee.Searle@hyndburnacademy.org.uk](mailto:Lee.Searle@hyndburnacademy.org.uk)

School visits are warmly encouraged and can be arranged through Angela Eames, on [Angela.Eames@hyndburnacademy.org.uk](mailto:Angela.Eames@hyndburnacademy.org.uk)

All applications should be submitted via our website:

[Vacancies](#) | [Work With Us](#) | [The Hyndburn Academy](#)

The closing date for receipt of completed applications is **23<sup>rd</sup> June 2026**.

### The Selection Process

We will treat all enquiries, formal and informal, in confidence. The selection process will be as follows:

All applications will be received via our online system

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Shortlisting will take place on 24<sup>th</sup> June 2026.

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Interviews will take place week commencing 29<sup>th</sup> June 2026.

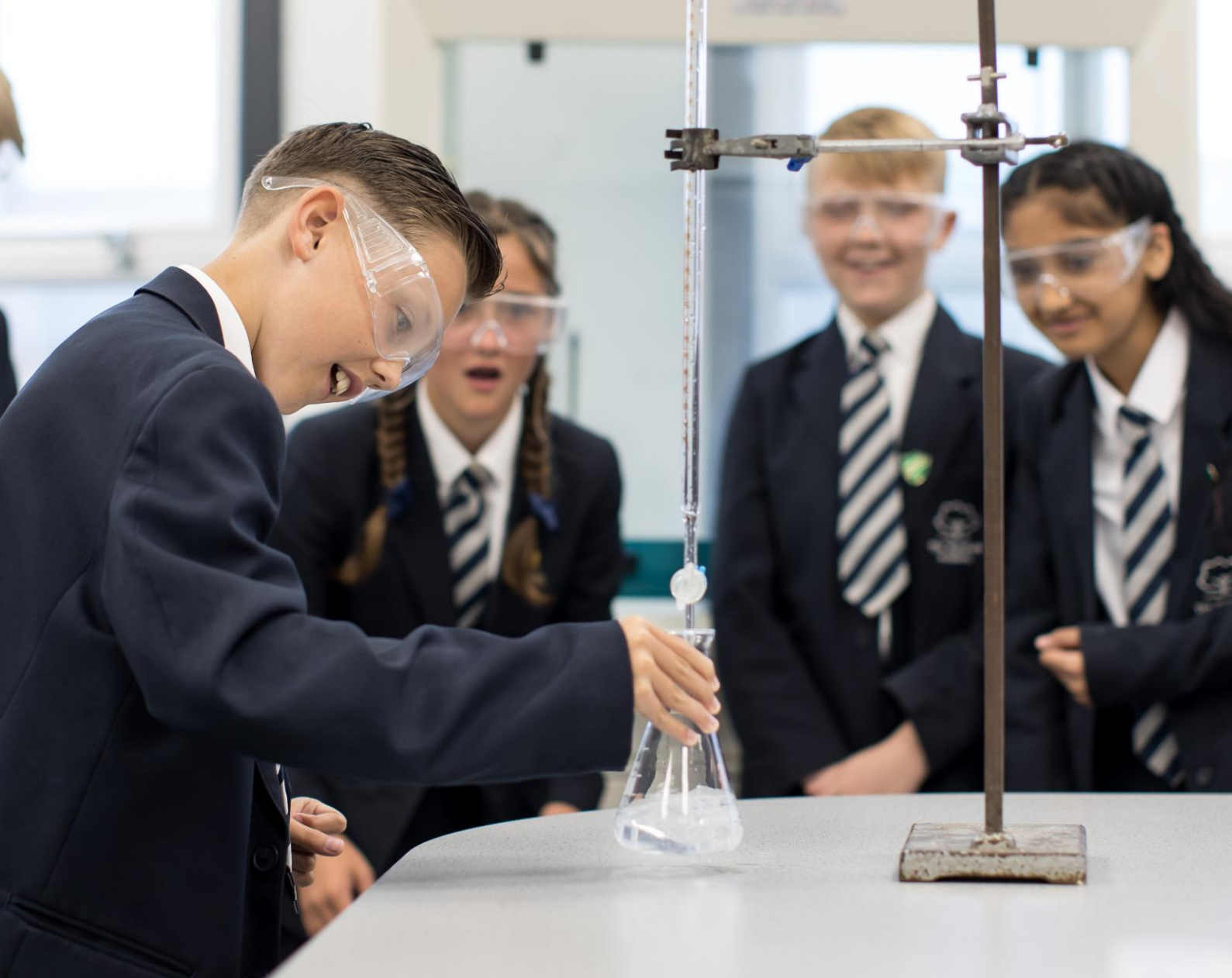
These will consist of a written task, practical lesson, a pupil voice session, a tour of the school, a short compliance-based meeting with HR and an interview.

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Candidates will be offered full feedback following their interview.

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The best in everyone™  
Part of United Learning

Stourton Street | Rishton | Blackburn | Lancashire | BBI 4ED

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