



Uckfield College

Recruitment Information Booklet

**SENDCO
MPS/UPS plus TLR2C**

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Dear Candidate

I am delighted you are interested in applying for a role at Uckfield College and thank you for taking the time to discover more about life at our school.

The staff here, both teaching and non-teaching, are a truly collegiate, warm, and dynamic team. They are professional, deeply caring people who have a strong moral purpose to make a difference to young people. Students are at the heart of everything we do, and their high standards of behaviour and eagerness to learn allow our dedicated staff to thrive. We are proud to be an OFSTED 'Outstanding', leading organisation and our greatest asset is undoubtedly our staff who consistently go beyond the 'call of duty' to maintain a special learning environment. As a large school, we offer multiple opportunities for professional growth, subject collaboration, and career progression, all underpinned by strong partnerships with our parents and the wider community.

One aspect that stands out is the exceptional level of support and professional learning for all teachers. We invest heavily in development, including weekly Joint Professional Learning Time (JPL) and an innovative Professional Learning and Development (PLD) programme. Our teaching practice is nationally recognised and deeply research-informed, ensuring our practice is always cutting-edge, such as our recent focus on 'Total Participation'. We champion a rich and broad curriculum, where all subjects are valued, complemented by our commitment to technology innovation and our Super Curricular ethos, where every student engages in enrichment. We feel sure that you will identify Uckfield College as an energetic and successful place in which to work.

If, after reading about us, you decide to apply for the post, then we look forward to receiving your application form. Applications will be processed in line with the dates provided and we will write to successful and unsuccessful candidates as soon as possible to inform them of their progress.

There is further information about the College, including the Prospectus and an electronic version of the briefing booklet and application form available on our website: www.uckfield.college. If there are specific parts of the application you would like to clarify, or if there is particular information you require, then please telephone me at the College. I can be contacted via my PA, Toni Fletcher, on 01825 764844, extension 1002.

In conclusion, I make no excuses for sounding so very proud of the enthusiasm, hard work and support of staff, students, parents and governors. Uckfield College is very much a team and I believe, fundamentally, a very happy and successful one.

I look forward to meeting short-listed candidates at interview.

Yours sincerely

Sara Marshallsay
Principal



About our College

Uckfield College is a rapidly improving school with excellent results, happy staff and students and highly engaged governors. In April 2024, we were proud and delighted that Ofsted graded Uckfield College as unequivocally 'Outstanding' in all areas. The inspection particularly highlighted the extremely positive staff culture and innovative, ambitious professional learning:

The school's 'ceaseless pursuit of learning' extends to staff. Well-being is a priority for all. Staff are confident that leaders consider their workload when planning new initiatives. Training for teachers is unapologetically ambitious and highly effective. Early career teachers receive exceptional support and guidance. All staff, regardless of experience, participate in coaching that improves both their subject knowledge and teaching skills. As a result, staff feel highly motivated and are very proud to work at the school. Governors are ambitious for the school. They provide expertise and robust challenge. Leaders are diligent and highly skilled. Together, their shared commitment to continuous improvement is at the heart of decision making.

OFSTED April 2024



Inspectors also said some wonderful things about our students:

- Pupils' behaviour and conduct are typically excellent.
- The Uckfield qualities of love, integrity and kindness permeate the school.
- Different opinions are respected and diversity is celebrated. As a result, this is a highly inclusive school.
- Pupils relish challenge and are not afraid of making mistakes.
- Sixth form students thrive when taking on positions of responsibility, such as head student or when contributing to the student leadership team. They are excellent role models and perform their responsibilities with care, dedication and diligence.

Students are at the heart of everything we do. The positive relationships between staff, parents and students have helped us to sustain and drive significant improvements in recent years. We are very proud of our College and want to recruit members of our staff team who will champion and celebrate our success, within the College and in the wider community.



Our Vision and Ethos

Our Vision: An inspiring College where every individual is supported and challenged to achieve personal excellence.

Our Aim: For everyone in our community to lead truly, deeply, happy, fulfilled and purpose-driven lives. Our curriculum is how we achieve those aims.

In feedback to the Lead Inspector during our last Ofsted Inspection, one parent summed up the ethos of the school as **“Encouraging the young people to love learning, be interested in the world around them, take care of it and take care of one another.”**



Our Staff

We are exceptionally proud of our staff here at Uckfield College, both teaching and non-teaching. They are an amazing team who work together collegiately to support each other and help each and every one of us to be the very best we can.



SENDCO (MPS/UPS)

Hours	Full Time
Commencement	January 2026
Contract	Permanent
TLR	TLR2C

Our SEND department is called Learning Plus and over the last two years, its transformation has been at the heart of our development plan, as we extended our Specialist Facility for Autistic learners, and set about a full remodel and improvement of the SEND accommodation. We are passionate about inclusion and our dedicated team is committed to both supporting and challenging students to achieve personal excellence, in both their academic study and personal development. We do this through excellent classroom teaching, supported by high quality, personalised interventions, which aim to close achievement or progress gaps, develop students’ life skills and prepare them to be active citizens.

Our Special Educational Needs and Disability (SEND) information report is part of the East Sussex Local Offer for learners with SEND. The East Sussex Local Offer website can be accessed here: <https://localoffer.eastsussex.gov.uk/>. 19% of our students are on the SEND register and have a variety of needs across all four categories: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical and Sensory.

Learning Plus is a thriving and vital area of the College, with our Inclusion Leader, Deputy SENDCO, Specialist SEND teachers and Learning Coaches all united in their aim of empowering our young people to flourish. The department is dynamic and responsive to our young people’s changing needs and all members of the department undertake regular, high quality professional development to enable them to be confident and impactful in their roles.

The vitally important and varied role of SENDCO is central to our aim to enable our provision for every single student to be of the highest quality possible. The successful candidate will be line managed by Victoria Hopkinson, our Inclusion Lead and Strategic SENDCO. Responsibilities and accountabilities between the two SENDCOs will be clearly delineated with the successful candidate post-interview.

However, as a guide for potential applicants, it is likely that the division of responsibilities will be along these lines:

Victoria Hopkinson - Inclusion Lead and Strategic SENDCO	New position - SENDCO
• Leader of Inclusion and whole-school SEND strategy and provision • SENDCO Years 6-9 • Interventions: Leading on design and direction of literacy interventions • Lead staff training and support on inclusion, quality-first teaching for learners with SEND • Line Management of Deputy SENDCO/SEND Admin lead/Literacy Teachers and Learning Coaches	• Autism Facility Lead • Role: SENDCO Years 10-13 • Interventions: Leading on design and direction of emotional regulation interventions, in collaboration with Strategic SENDCO • Students: EHCP Students (Facility and KS4 and 5) • Line Management of Facility Learning Coaches and Numeracy Lead teacher • SEND Funding applications and EHCP



• Students: KS3 EHCP Students (Non-Facility) • SEND Funding applications, EHCP Consultations and Tribunals • Additional Responsibilities: School-wide Disciplinary Literacy, Primary School Visits and network partnerships, Recruitment of additional support staff	Consultations • Additional Responsibilities: Facility, Attendance, Recruitment of additional support staff
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We are also very fortunate to have a Deputy SENDCO and an Exam Access Arrangements, Assessor and Screening Manager, who are both members of our highly valued support staff team, and whose work centres on support for effective SEND-related administration and communication.

The Application Process

We hope that after reading the information in this booklet you will be keen to apply to join our dedicated team of staff. If you would like to be considered for this role, please complete and return an East Sussex County Council Application Form, which is available electronically from our website. We will also be pleased to forward a hard copy of the application form to you if you prefer.

Please ensure that you submit your application before the closing date for this post of 21st September 2026 at 9.00 a.m. Unfortunately applications received after this time cannot be considered. If you are short-listed for the post we will contact you as soon as possible to invite you to interview on Wednesday 30th September.

We reserve the right to invite candidates for interview prior to the closing date and to close vacancies early if we have sufficient suitable applications. Therefore, we encourage interested applicants to apply as soon as possible.

If you would like to discuss the post further, or arrange to visit the College prior to making your application, please do not hesitate to contact our HR department on 01825 764844 extension 1008 or email hr@uckfield.college.

The Interview Process

We look forward to welcoming short-listed candidates on the interview day, when they will have the opportunity to find out much more about the College throughout the interview process. On the day you can expect the format to include:

- Welcome from the team
- Meetings with key members of the team
- Lesson Observation
- Tour of the College
- Safeguarding Interview
- Panel Interview
- Presentation by candidate on leading outstanding Teaching & Learning

We are committed to the safeguarding of children. References and Enhanced Disclosure and Barring Service checks will be conducted on the successful applicant. Please note this role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.



We are equally committed to eliminating discrimination and encouraging diversity. We aim for our workforce to be representative of society and that each employee feels respected and able to give their best. We are committed to providing equality and fairness in our recruitment and employment practices and not to discriminate on any grounds. We will share some interview questions with you in advance as part of our commitment to a transparent and equitable hiring process. We believe that providing you with time to prepare allows you to be thoughtful, reflective, and deliberate in your responses, ensuring you can bring your very best and provide us with the strongest evidence of your skills and experience. Our aim is to level the playing field and enable us to evaluate your potential thoroughly. Please note that while we are sharing these questions, we may not ask every single one, and we will also ask follow-up questions on the day to delve deeper into your answers. We are invested in your success and look forward to our conversation.

We are also sharing in the interests of transparency and clarity the leadership traits we look for in those we recruit:

- Takes ownership and responsibility: Fully accountable for actions and outcomes.
- Demonstrates integrity: Leads with authenticity and transparency.
- Builds teams: highly collaborative and works effectively across departments.
- Shows conviction: courageous in decision-making and driving change.
- Inspires dedication: passionate about the role, the subject, and the College's vision.
- Committed to growth: dedicated to continuous professional development and being a lifelong learner.
- Embraces improvement: actively seeks and welcomes feedback for self and departmental growth.
- Results-Oriented: biased towards decisive action and achieving results rather than stagnation.
- Structured and dependable: highly organised, reliable, and manages time effectively.
- Drives solutions: Focused on identifying and implementing effective, practical solutions to challenges.
- Advocates for progress: acts as a change agent, inspiring and managing positive transformation.
- Maintains perspective: possesses a strong sense of humour and promotes a positive, engaging atmosphere.
- Promotes inclusivity: thrives in and actively supports a diverse and equitable work environment.
- Positive and resilient: maintains a happy, upbeat, and optimistic approach, even in challenging moments.
- Exhibits humility and self-awareness: understands the importance of earned success and does not exhibit a sense of entitlement.



Job Description

Job Title: SENDCO

Responsible To: Leader of Inclusion and Strategic SENDCO

Responsible For: Ensuring the best possible outcomes for children and young people with SEND; academically, socially and emotionally.

Supporting staff to be continually reflective and able to identify and respond to pupils with SEND.

Providing a good universal offer of high quality inclusive teaching and learning provision in all classrooms by equipping staff well with knowledge and skills.

Overview of the role:

The SENDCO is the person with overall responsibility for ensuring the provision, for all students with SEND, is implemented at Uckfield College. They are instrumental in the strategic development of SEND policy and provision.

SENDCOs have responsibility for day-to-day operation of the setting's SEND policy and for coordinating provision for learners with SEND. The key principles of an effective SENDCO include a focus on:

- their own professional development;
- leading, developing and supporting colleagues ;
- working in partnership with learners, families and other professionals.

Qualifications required for the role

The person(s) appointed to the SENDCO role **must have** Qualified Teacher Status (QTS) and relevant teaching experience.

The person(s) will also need to hold or be willing to achieve the NPQ for SENDCOs. **This qualification does NOT have to be held at the time of appointment but must be achieved within three years of the post being taken up.**

Responsibilities of the SENDCO posts collectively are, with regard to:

a) The strategic direction of Disabilities and Special Educational Needs (SEND) provision

- Inspire inclusive practice and ensure the best possible outcomes for pupils with SEND; including completion of a setting self-evaluation (East Sussex Quality Mark for Inclusion) and action planning for continuous improvement in inclusion practice, contributing to the College Development plan
- Work with the Principal, SLT and Governing Board to ensure that the setting meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements including providing a SEND perspective across the whole school framework; including reviewing and writing appropriate policies
- Overseeing the day-to-day operation of the school's SEND policy; including maintaining the setting's SEN register
- Contribute to a positive ethos in which all students have access to a broad, balanced and relevant curriculum
- Ensure effective systems of communication, including feedback about students' learning to inform future planning
- Monitor the quality of support for students with SEND by establishing effective systems to identify and meet the needs of students, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed



- Alongside the other SENDCO and Assistant Headteacher, analyse and interpret relevant school, local and national information relating to students with SEND to maximise achievement
- Liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure the continuity of educational provision for students with SEND
- Ensure that students with SEND are enabled to share their views and that these are acted upon appropriately
- Have up-to-date knowledge of national and local initiatives which may impact upon policy and practice
- Contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines

b) Teaching and Learning including the Progress and Achievement of Students

- Support the identification of, and disseminate, the most effective teaching approaches for students with SEND
- Monitor the achievements, welfare and behaviour of students, and to follow up the progress reviews, liaising with staff and parents when appropriate
- Liaise with local authorities, feeder schools particularly regarding transition, and external agencies such as the Educational Psychologist
- Influence the whole Teaching and Learning policy to promote aspects of inclusive teaching
- Provide opportunities for observation of colleagues/visits to other schools in order to share best practice
- Collect and interpret specialist assessment data gathered on students and use to inform practice
- Oversee and undertake Exam Access Arrangement testing and recording, so our students are fully supported for external examinations
- Work with students, class teachers and subject leaders to ensure realistic expectations of behaviour and achievement is set for SEND students
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum
- Oversee and monitor the quality of targets and other support plans, maintaining detailed information for subsequent meetings with parents
- Develop systems for colleagues to monitor and record progress made by students with SEND towards the achievement of targets and support plans
- Review targets and support plans with parents, students, teachers and agree and communicate new targets
- Meet statutory responsibilities for SEND EHCPs and their Annual Review
- Lead the Annual Review meetings for students with an EHCP of special needs

c) Leadership and Management

- Lead the SEND Learning Plus Team and to make a contribution to the evaluation of the work of the team
- Contribute to the College Development Plan
- Share good practice with colleagues
- Support the professional development of all staff, including early careers teachers and initial teacher training students
- Line-manage effectively staff connected with the SEND Team
- Advise their Line Manager (e.g. AHT) on all staffing matters within the team
- Appraise specified colleagues on an annual basis as required
- Encourage all staff to recognise and fulfil their statutory responsibilities
- Identify the training needs of staff and organise / coordinate INSET to be delivered by other professionals
- Disseminate procedural information such as recommendations of the code of practice or the schools own SEND policy
- Provide regular information to their Line Manager and Governing Board on the evaluation of the effectiveness of provision for students with SEND, to inform decision-making and policy review
- Efficient and effective deployment of staff and resources
- Provide advice to SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND



- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including IT
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school
- Ensure website is kept up to date with SEND information and guidance

d) Other Professional Requirements

- Maintain teachers' professional standards at all times
- Cooperate with the other members of staff in maintaining the College philosophy, policies and ethos, working as part of the school team
- Take responsibility for own professional development and keep up-to-date with research of all kinds, relating to school and own professional development
- Have a good understanding of, and commitment to, child protection, safeguarding, health and safety and promoting the welfare of students in your care
- Operate at all times within the stated policies and practices of the school
- Set a good example through own presentation, personal and professional conduct
- Contribute to the culture of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- Work with colleagues, parents, other schools and the community for the benefit of the school and to attend major school functions
- Make a contribution to the full life of the College

Safeguarding

Uckfield College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

All successful candidates will be subject to DBS checks, along with other relevant employment checks.

Notwithstanding the details in this job description, the job holder will undertake such duties as may be determined by the Principal from time to time, up to, or on a level consistent with, the principal responsibilities of the job.

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job, and, in addition, as a term of your employment, you will be expected to comply with any request from the Principal to undertake other tasks as may reasonably be required.

The College reserves the right to update or amend your job description, in consultation with you, to reflect changes in, or to, your job.



Person Specification

SENDCO

Qualifications and experience	Essential / Desirable
Qualified Teacher Status	E
Educated to degree level	E
Evidence of recent professional development	E
SENDCO qualification or willingness to undertake qualification	E

Experience	
Teaching experience in the secondary range with evidence of delivering high quality inclusive teaching and learning	E
Proven ability as an excellent classroom teacher	E
Experience of inter-agency work	E
Experience of working with SEND, more able students	E

Professional knowledge, skills and understanding	
Knowledge of the relevant legislation - SEN Code of Practice, equal opportunities and disability discrimination	D
Up-to-date knowledge on identifying and supporting pupils with SEND	D
Knowledge of the Secondary National Curriculum	D
Knowledge of how the curriculum can be extended for the more able	D
Knowledge of: - Special Educational Needs and Disability Code of Practice (2014 (updated 2015)) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 - The Equality Act Guidance for Schools https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools - Guidelines for the 'use of reasonable force' – please note that for pupils with SEN, there are other statutory guidelines which apply in addition to these https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools	D
Understanding of evidence based, best practice strategies and interventions to improve access to all lessons for pupils with SEND	D
Inclusion and strategies for engaging all learners	D
Achieving and sustaining high standards	E
An understanding of the importance of partnerships with parents/carers	E
Knowledge of the range and type of interventions available and the ability to apply these in the context of the school's resources and the students	D
Child Protection and Safeguarding procedures	E
Knowledge of current inclusion issues	D
Understanding of budgets including budget monitoring, costed provision mapping and deployment of the SEN notional budgets	D



Ability to effectively allocate resources including additional adults to support pupils with SEND to achieve best outcomes	E
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Professional Skills and Abilities	
Strong commitment to raising educational attainment for pupils with SEND	E
Ability to motivate and inspire confidence in pupils, staff, parents and the wider community in order to further develop and promote the College	E
Using a positive approach to promote learning	E
Ability to analyse, prioritise and meet deadlines	E
Ability to use assessment data to report on students' performance to the SLT and Governing Board	E
Ability to use ICT and its effective use as a management tool as well as across the curriculum to enhance teaching and learning (all students at Uckfield College have a Google Chromebook)	E
Must be able to use assessments of students learning to inform future planning	E
Ability to plan and work collaboratively with colleagues	E
Ability to develop and maintain positive relationships with parents and children	E

Personal Qualities and Values	
A commitment to inclusive education and willingness to respond to the needs of the individual learners with sensitivity	E
Good interpersonal and communication skills	E
A positive and resilient individual with drive, integrity and a cheerful, optimistic disposition	E
Open minded, the ability to self-evaluate and adaptable to change	D
Willingness to make a contribution to the full life of College	D
Have high expectations of everyone	E

Safeguarding	
In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including: • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E



Job Description

Job Title: Teacher

Responsible To: Curriculum Leader

Main Purpose of the Job

- To carry out the professional duties of a teacher as circumstances may require and in accordance with the College's policies under the direction of the Principal.
- To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and develop standards of students' learning, achievement and attainment through the use of evidence-informed practice.
- To play a full part in the life of the College and its community, to support its mission and ethos of realising potential and to be a role model for staff and students.

Job Dimensions

- Students: accountable for the oversight of learning of those students allocated to the post holder, engaging and motivating in the classroom and building team commitment with colleagues.

Key Accountabilities

Strategic Direction and Development: Lead, develop and implement teaching and learning policies, plans, targets and practices to ensure contribution to whole College improvement.

Where appropriate to:

- promote the general progress and well-being of individual students and of any class or group of students assigned to the post holder;
- use evidence-informed practice to improve outcomes in each area of the role;
- identify clear teaching objectives through planning and specify how they will be taught and assessed;
- set tasks which challenge students and ensure high levels of interest and expectations for each and every student;
- set clear targets and intervene, when appropriate, based on prior attainment;
- provide clear structures and routines for lessons which regularly review prior learning using effective strategies, e.g. retrieval practice;
- use regular, specific feedback, both verbal and written, to provide clear and meaningful improvement strategies to students;
- effectively scaffold the curriculum and use adaptive teaching to ensure all students can access and excel at tasks within each lesson;
- have routines which maintain high levels of pace, motivation and challenge;
- ensure students' working memory is kept on task through cognitive offloading strategies;
- maintain discipline in accordance with the college's procedures and encourage good practice with regard to punctuality, behaviour, standards of work and homework;
- use college strategies to improve literacy in all lessons, e.g. the explicit teaching of Tier 2 vocabulary;
- ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate own teaching critically to improve effectiveness;
- ensure the effective and efficient deployment of classroom support through explicit guidance;
- prepare students for public examinations where relevant;
- register the attendance of students in lessons in line with the college policy.



Leading and Managing Staff: provide the necessary support, challenge, intervention and information to sustain motivation and secure improvement in teaching and learning.

Where appropriate to:

- use performance data to evaluate students' progress and set appropriate targets for improvement;
- use strategies to promote self efficacy for every adult in the college;
- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- promote the use of educational research to improve both student and staff outcomes;
- mark and monitor students' work and set targets for progress;
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognize the level at which the students achieving;
- undertake assessment of students as requested by examination bodies, departmental and College procedures;
- prepare and present informative reports for parents and other external agencies as appropriate;
- make records of reports on the social needs of students;
- provide or contribute to oral and written assessments, reports and references relating to individual and groups of students.

Curriculum Development

- Contribute to the development of Schemes of Learning and lesson planning within the curriculum area which are inline with the subject's curriculum intent.

Teaching and Learning: secure and sustain effective teaching, evaluate the quality of teaching and standards of students' achievements and set targets for improvement to ensure high standards across all key stages and external assessments.

- Have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the College;
- establish effective working relationships, with students and staff, and set a good example through own presentation and personal and professional conduct;
- endeavour to give every student the opportunity to reach their potential and meet high expectations;
- to use strategies to promote self efficacy for all students;
- monitor student progress and implement intervention strategies;
- be committed to safeguarding and promoting the welfare of students in all lessons and related activities, and develop and implement policies and practices which reflect the College's commitment to every child;
- provide guidance and advice to students on educational and social matters and on further education and future careers;
- maintain good order and discipline among students and safeguard their health and safety when they are engaged in authorised College activities elsewhere;
- participate in arrangements for students presentation for examinations;
- supervise and so far as practicable teach any students whose teacher is not available to teach them following the current Pay and Conditions;
- participate in meetings at the college which relate to the curriculum, administration or organisation of the college.

Communication

- Communicate and consult with the parents of students and Governors where appropriate;
- communicate and cooperate with persons and external agencies and participate in meetings arranged for any of the purposes described above;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review Days and events with partner schools;
- contribute to the corporate life of the College through effective participation in meetings and management systems necessary to coordinate the management of the College;
- cooperate with other staff to ensure sharing and effective usage of resources to the benefit of the College, department and students.



Deployment of Resources

- Review from time to time own methods of teaching and Schemes of Learning;
- participate in arrangements for own further training and professional development as a teacher;
- participate in arrangements for own supervision and training whilst serving in an induction period;
- participate in arrangements for the appraisal of own performance and that of other teachers;
- take responsibility for own professional development and duties in relation to College policies and practices;
- contribute to the professional development of other teachers e.g. the induction of new teachers.

Quality Assurance

- Embed the College's High Reliability practices in order to sustain and develop high quality teaching and learning.

Refer to the current 'Conditions of Employment for Teachers other than Head Teachers' from School Teachers' Pay and Conditions Document from the DfE.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the Principal and member of staff, to be reviewed annually.



Person Specification: Teacher

Essential education and qualifications

- Qualified Teacher Status

Essential key skills, abilities, knowledge, experience, values and behaviours

- Excellent classroom teacher
- High quality interpersonal skills
- Displays commitment to the protection and Safeguarding of children and young people
- Team player
- Flexible
- Proactive and able to make decisions
- Ambitious, personally and for the College
- An educational vision focused on students
- Excellent range of communication skills; listening as well as speaking, presenting, writing
- Resilience
- Positive 'can do' attitude

Desirable key skills, abilities, knowledge, experience, values and behaviours

- Able to teach subject to A Level
- Aware of strategies to raise student achievement



Role of Form Mentor

Line Manager: Director of Year

Professional Duties

- To act as the first point of contact between home and college and to advise and guide parents and students on a day to day basis.
- To get to know the students in the mentor group and strive to be aware of backgrounds as these will affect the student's performance in college.
- To establish a positive relationship between mentor and the student so that the mentor is aware of both danger signs and indications that the group and individuals are functioning well.
- To encourage each student to take a full part in college activities.
- To be a source of information about the college and to interpret college policy to the students as it affects them.
- To maintain high standards of college uniform with all students in the group.
- To liaise with senior pastoral staff about students in difficulty or trouble.
- To complete the form register and to do so in a well-controlled manner so that the information recorded is accurate and in accordance with the notes in the staff guide.
- To check (using Google Classroom) and encourage students to:
 - complete homework that is set; and
 - hand homework in on time.
- To ensure that all absences are covered by letters or telephone calls from parents. Directors of Year should be notified when a Form Mentor is unable to obtain a satisfactory reason for absence either from the students or from contact with the parents directly.
- To monitor students' academic progress through profiles/reports and data/progress analyses. To make a meaningful and appropriate comment on social and academic progress made as required by the style of the report.
- To coordinate appropriate intervention strategies to support students' academic and social progress.
- To deliver the set mentor programme during Personal Development Time and Life Learning (PSHCE).



Departmental Structure and Organisation 2026/2027

Learning Plus Department

Staff

Jonny Pearson	Assistant Principal - Aspiration and Inclusion
Victoria Hopkinson	Leader of Inclusion and Strategic SENDCO
<i>Vacancy</i>	<i>SENDCO</i>
Stephanie Wright	Deputy SENDCO
Cathryn Nyren	Exams Access Arrangements, Assessor and Screening Manager
Sharon Chapman	Reading Leader
Wendy Beesley	Learning Coach
Inna Roshkova	Learning Coach
Rose Bickmore	Learning Coach
Mike Hanson	Learning Coach
Tracey Brown	Learning Coach
Angus Smith	Learning Coach
Kelly Tuesday	Learning Coach
Celine Woods	Learning Coach
Jo Barnes	Learning Coach
Tabitha Hobson	Learning Coach
Celine Mejean	Learning Coach
Phillippa Godwin	Learning Coach
Aivars Upmacis	Learning Coach
Ellie Musham	Admin to SLT: SEND

More information can be found on the SEND section of our website.



The Application and Appointment Arrangements

We look forward to receiving your application which should be returned to our HR department at Uckfield College, hr@uckfield.college. Your application should comprise:

- A letter of application (2 sides A4 max), which includes reference to those aspects of your experience, personal qualities, knowledge and skills which will equip you for these roles;
- A fully completed application form.

The closing date for receipt of completed applications is 21st September 2026 at 9.00 a.m. Short-listing will take place shortly afterwards and interviews will be held on Wednesday 30th September. The selection process will include meetings with key members of the team, a lesson observation, a tour of the College and formal interviews.

We reserve the right to invite candidates for interview prior to the closing date and to close vacancies early if we have sufficient suitable applications. Therefore, we encourage interested applicants to apply as soon as possible.

If you require any further information please contact our HR department at Uckfield College on 01825 764844, extension 1008 or email hr@uckfield.college. Alternatively you may contact Toni Fletcher, PA to the Principal, on 01825 764844, extension 1002, or email t.fletcher@uckfield.college.

Uckfield College is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to a satisfactory DBS check.



Uckfield College

Love Learning for Life



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