



RECRUITMENT PACK

Senior SEND Assistant

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WELCOME FROM FRANCESCA LORD, HEADTEACHER

Dear Applicant,

Welcome to the family of All Saints'.

It is both a privilege and a blessing to serve as Headteacher of All Saints' Roman Catholic High School, a smaller-than-average secondary school where relationships matter deeply and every individual is truly known. Our mission is clear and firmly rooted in faith: to deliver an exceptional Catholic education for all and to be the beating heart of the Catholic community in the Rossendale Valley.

At All Saints', inclusion is not an initiative — it is who we are. We believe, without exception, that every child is made in the image of God, endowed with unique and precious gifts. Our responsibility is to remove barriers, champion equity and ensure that every young person, particularly those with additional needs, is supported to flourish academically, socially and spiritually, so that they may truly let their light shine.

The role of Assistant SENDCo is therefore absolutely central to our journey of sustained improvement. This is a critical post within our school, underpinning the quality, consistency and impact of our SEND provision. Working closely with senior leaders, you will play a vital role in ensuring that inclusive practice is not only compliant but deeply effective — translating our moral purpose into day-to-day systems, structures and support that genuinely change pupils' lives. In a school of our size, your work will be highly visible, highly valued and profoundly influential.

This is an exciting time to join All Saints'. We have recently moved into our brand-new, purpose-built school building, designed to inspire learning, dignity and belonging for every pupil. Our facilities provide an environment where inclusion is lived, not just spoken about, and where pupils with SEND are supported to access the very best educational experiences.

We are immensely proud that our most recent Catholic Schools Inspection (June 2025) judged All Saints' to be a Good Catholic school, recognising the school's strong leadership, inclusive welcome and exemplary pastoral care. Inspectors highlighted a community where students are known and loved, and where adults believe in young people and "won't let them fail." This commitment to care, high expectations and relational support sits at the heart of our SEND provision.

As Assistant SENDCo, you will be a key part of this mission — ensuring that systems are robust, communication is strong, and pupils with SEND are supported through a thoughtful, graduated approach that places high-quality classroom teaching at its core. Your contribution will help leaders evidence impact, strengthen consistency and ensure that our most vulnerable pupils receive the care, challenge and dignity they deserve.

To work at All Saints' is to join a team united by purpose, compassion and hope — a team deeply committed to Catholic education and to the belief that excellent, inclusive practice can transform lives. As part of the Romero Catholic Academy Trust, you will also benefit from collaboration, shared expertise and opportunities to contribute to a wider Catholic community.

Thank you for your interest in this vital role within our school. I wish you every success in your application and look forward to learning more about how you could help shape the next chapter of inclusion at All Saints'.

Yours faithfully,

Francesca Lord
Headteacher

WELCOME FROM RACHEAL WILSON, CHAIR OF THE BOARD OF GOVERNORS

Dear Applicant,

Thank you for your interest in joining the All Saints' Roman Catholic High School community and for considering an application for the role of Assistant SENDCo.

As Chair of Governors, I am proud to represent a governing body that places inclusion, equity and dignity at the heart of our work. We are deeply committed to ensuring that every young person — particularly those with special educational needs and disabilities — receives the highest quality of support, care and education, enabling them to flourish academically, socially and personally.

Our community is rooted in the Gospel values of love, truth, justice and peace. These values shape our approach to governance and underpin our shared ambition to remove barriers to learning, promote high expectations and ensure that every pupil is known, valued and supported. We see the Assistant SENDCo role as a vital part of this mission and a key contributor to the school's continued journey of sustained improvement.

Our recent Catholic Schools Inspection (June 2025), which judged All Saints' to be a Good Catholic school, recognised the strength of our leadership, the school's inclusive welcome and the outstanding pastoral care offered to pupils. Governors take great pride in this affirmation of our ethos and in the way our staff work tirelessly to ensure that students are supported with compassion, consistency and ambition.

The governing body recognises that effective SEND provision is fundamental to the success of the whole school. The Assistant SENDCo role is therefore of strategic importance, supporting leaders in ensuring that systems are robust, statutory duties are met and, most importantly, that pupils with SEND are enabled to access high-quality teaching and make meaningful progress. In a school of our size, this role offers the opportunity to make a significant and lasting impact on the lives of young people and their families.

This is an exciting time to join All Saints' as we continue to develop our inclusive practice, strengthen our provision and build upon our strong foundations within our new school building. We are looking for someone who shares our commitment to inclusion, collaboration and continuous improvement, and who is motivated by making a genuine difference.

Thank you once again for considering All Saints' Roman Catholic High School. We very much look forward to receiving your application and to the possibility of welcoming you to our community.

Yours faithfully,

Racheal Wilson
Chair of Governors
All Saints' Roman Catholic High School

JOB ADVERT

SENIOR SEND ASSISTANT

PERMANENT/TERM TIME ONLY – PLUS 2 WEEKS

GRADE 8, SCP 25-30 £36,363 - £40,777 FTE [£32,364.97 - £36,293.66 PRO-RATA]

RESPONSIBLE TO: ASSISTANT HEADTEACHER INCLUSION

MAIN LOCATION: ALL SAINTS' RC HIGH SCHOOL

REQUIRED TO COMMENCE MONDAY 20TH APRIL 2026

The Board of Directors of the Romero Catholic Academy Trust, alongside The Governors of All Saints' RC High School, are seeking to recruit a Senior Send Assistant.

All Saints' Roman Catholic High School is a thriving, faith-filled community where Gospel values are lived daily through the school's motto, "Let your light shine." Recognised in the 2025 Catholic Schools Inspection for its strong sense of community, inclusive welcome and outstanding pastoral care, the school places dignity, compassion and high expectations at the heart of its work, particularly for the most vulnerable. Staff and pupils describe All Saints' as a family where everyone is known, valued and supported to flourish. Serving the Catholic community of the Rossendale Valley, and now based in a modern, purpose-built building, All Saints' offers a warm, ambitious and inclusive environment in which the Assistant SENDCo will play a key role in the school's ongoing journey of sustained improvement.

The Senior SEND Assistant plays a vital operational and administrative role in ensuring that pupils with special educational needs and disabilities are effectively supported to overcome barriers to learning and achieve their full potential. Working under the direction of the Assistant Headteacher (Inclusion), the post holder leads and coordinates the day-to-day systems that underpin high-quality SEND provision, including the graduated approach, EHCPs, Individual Learning Plans, intervention programmes and communication with families and external professionals. Although not holding statutory responsibility, the role is central to translating strategic intent into consistent, compliant and impactful practice, enabling leaders to evidence inclusion, quality and progress for pupils with SEND. In a smaller-than-average secondary school, this role offers the opportunity to make a meaningful and visible difference to pupils' lives.

If you feel you have the right skills and attributes we are looking for, then we will be delighted to hear from you. Visits to the school are warmly welcomed and can be arranged by contacting the school office on **01706 213693** or office@allsaintshigh.lancs.sch.uk.

Full details and recruitment monitoring forms are available from the Romero Catholic Academy Trust website: www.romerocat.com or the school website www.allsaintshigh.lancs.sch.uk.

We are committed to safeguarding and promoting the welfare of young people and expect all staff to share this commitment. The successful applicant will be subject to an Enhanced DBS check.

Closing Date	Wednesday 11 th February
Shortlisting Date	Friday 13 th February
Interview Date	Friday 27 th February

SENIOR SEND ASSISTANT

JOB DESCRIPTION

JOB PURPOSE

The Assistant SENDCo (Administrative and Operational) will provide high-level administrative and operational leadership for the school's SEND provision, ensuring that systems, processes and documentation relating to pupils with SEND are efficient, compliant and consistently applied. Working under the direction of the Assistant Headteacher (Inclusion), the post holder will lead and co-ordinate the day-to-day operation of SEND arrangements, including the graduated approach, Educational Health Care plans and Individual Learning Plans and their review processes, enabling the school to meet statutory expectations and demonstrate effective inclusive practice.

The role will support senior leaders by maintaining accurate records, monitoring timelines, coordinating communication with staff, parents/carers and external professionals, and providing reliable operational oversight of SEND provision. Although the post holder does not hold statutory responsibility for SEND, they will work alongside the SENDCO to secure excellent outcomes for pupils with SEN. They will play a key role in translating strategic intent into effective practice, ensuring that pupils with SEND are supported to overcome barriers to learning and that leaders can evidence impact, consistency and quality of provision at school and trust level.

The postholder will actively support and promote the Catholic ethos of the school, ensuring that all pupils are treated with dignity, compassion, and respect.

MAIN DUTIES AND RESPONSIBILITIES

Your duties and responsibilities will include:

- SEND Administration and Operational Leadership.
- Day-to-Day Deployment of Teaching Assistants (Under the direction of the AHT Inclusion).

STRATEGIC DEPLOYMENT AND ORGANISATION

- Coordinate the day-to-day deployment of Teaching Assistants (TAs) to support pupils with SEND, in line with identified needs, provision plans and school priorities.
- Ensure TA deployment reflects the graduated approach and supports pupils' access to high-quality classroom teaching, rather than creating dependency.
- Maintain an overview of TA allocation across year groups and subjects, ensuring equitable and effective use of available support.

TIMETABLING AND OPERATIONAL MANAGEMENT

- To be responsible for the daily line management of Teaching Assistants.
- To be responsible in producing and maintaining TA timetables, ensuring clarity of roles, consistency of support and flexibility to respond to changing needs.
- Adjust TA deployment in response to staff absence, pupil need or operational pressures, escalating significant changes to the Assistant Headteacher for Inclusion.

- Ensure TA deployment minimises disruption to pupils' curriculum access and supports inclusion across the school day.
- To take the lead in the appraisal and quality assurance of Teaching Assistants and their work.
- Provide opportunities for development of staff skills and knowledge.

LINKING DEPLOYMENT TO SEND PLANS

- Ensure TA support is aligned with Individual Learning Plans, SEND support plans and EHCP provision, under the guidance of the Assistant Headteacher for Inclusion.
- Support consistency by ensuring TAs have access to relevant pupil information, strategies and support plans.
- To ensure that the deployment reflects agreed provision and flag any discrepancies to AHT (Inclusion).

LIAISON WITH TEACHING AND SUPPORT STAFF

- Act as a point of contact between teaching staff and TAs regarding daily deployment and support arrangements.
- Liaise with class teachers and pastoral leaders to ensure TA support is well-coordinated and responsive to pupil need.
- Support communication to ensure staff understand the purpose and focus of TA support in lessons and interventions.

MONITORING AND REVIEW

- Working alongside the AHT (Inclusion) supporting the monitoring the effectiveness of TA deployment in meeting pupils' needs.
- Gather feedback from staff and TAs regarding deployment and emerging issues.
- Highlight patterns or concerns, such as over-reliance on 1:1 support or gaps in provision, to the AHT (Inclusion).
- Education Health Care Plans (EHCPs) and Individual Learning Plans (ILPs) – Pupils with SEND (SEN Support)

COORDINATION AND ADMINISTRATION

- Coordination of the EHCP/ILP cycle for pupils with SEND in line with the graduated approach (Assess, Plan, Do, Review).
- Maintenance of accurate and up-to-date EHCP/ILP records, ensuring documentation is accessible for staff and inspect purposes.
- Management of EHCP/ILP review schedules, ensuring reviews are calendared appropriately and completed within agreed timescales.
- Organisation of EHCP/ILP documentation for new pupils identified with SEND or transitioning from other settings.

PREPARATION OF DOCUMENTATION AND EVIDENCE

- Preparation and collation of EHCP/ILP paperwork, including pupil profiles, targets, support strategies and review summaries.

- Gathering and organising evidence to demonstrate provision, adaptations and impact (e.g. teacher feedback, intervention records, progress summaries).
- Working alongside the AHT (Inclusion), to support in working to ensure that EHCP/ILPs clearly reflect pupils' needs, planned support and measurable outcomes, aligned with classroom practice.

REVIEW PROCESS AND COMMUNICATION

- Organisation of EHCP/ILP review meetings where appropriate, including inviting parents/carers and relevant staff.
- Minute taking during EHCP/ILP review meetings and preparation of clear review summaries.
- Distribution of completed EHCP/ILPs and review notes to parents/carers and relevant staff in a timely manner.
- Acting as a point of contact for parents/carers regarding EHCP/ILP administration and review timelines (not statutory decision-making).

MONITORING AND TRACKING

- Working alongside the AHT (Inclusion) to support with administrative aspects of monitoring pupil progress against EHCP/ILP targets.
- Flagging pupils whose progress or needs indicate a potential requirement for increased support or escalation within the graduated approach.

COMPLIANCE AND INSPECTION READINESS

- Ensuring EHCP/ILP records contribute to a clear evidence base demonstrating inclusive practice and effective support for pupils with SEND.
- Working alongside the AHT (Inclusion) supporting in preparing EHCP/ILP documentation for Ofsted inspections, internal reviews or trust-level scrutiny.
- Ensuring confidentiality and data protection requirements are met at all times.
- Intervention Planning, Oversight and Implementation.

STRATEGIC PLANNING AND COORDINATION

- Coordinate the planning of intervention programmes for pupils with SEND in line with the graduated approach (Assess, Plan, Do, Review), under the direction of the AHT (Inclusion).
- Support the AHT (Inclusion) and senior leaders by maintaining an overview of intervention provision across the school, ensuring it is appropriately matched to identified needs.
- Assist in the organisation and annual review of the school's SEND intervention offer, ensuring it reflects pupils' needs and inclusive practice.
- Support leaders in ensuring interventions complement, rather than replace, high-quality classroom teaching.

IDENTIFICATION AND TARGETING OF INTERVENTIONS

- Support the identification of pupils requiring targeted or specialist interventions through accurate record-keeping and monitoring of SEND registers and SEN support plans.

- Maintain up-to-date intervention lists, ensuring pupils are placed on appropriate programmes based on assessed need and agreed outcomes.
- Ensure entry and exit points for interventions are clearly recorded and linked to Individual Learning Plans and review cycles.

OPERATIONAL OVERSIGHT OF INTERVENTIONS

- Coordinate timetables, staffing and rooming for SEND interventions to ensure efficient delivery and minimal disruption to pupils' access to the wider curriculum.
- Liaise with teaching staff, support staff and pastoral teams to ensure interventions are delivered as planned and understood by those involved.
- Monitor attendance and engagement in intervention programmes, following up promptly where issues arise.

IMPLEMENTATIONS SUPPORT

- Provide administrative and organisational support to staff delivering interventions, including access to resources and pupil information.

COMMUNICATION AND PARENTAL ENGAGEMENT

- Coordinate communication with parents/carers regarding intervention provision, including start points, review timelines and outcomes, under the guidance of the AHT (Inclusion).

QUALITY ASSURANCE AND COMPLIANCE

- Support leaders in ensuring intervention provision meets statutory requirements and aligns with SEND Code of Practice expectations.
- Assist with preparing intervention-related evidence for Ofsted inspections, internal reviews or trust-level scrutiny.
- Ensure accurate records are maintained to demonstrate how interventions reduce barriers to learning and support inclusion.

LIAISON WITH EXTERNAL PROFESSIONALS

- Act as main point of contact with external agencies relating to any students with or identified as having SEND needs.
- Coordinate referrals and follow-up actions for all external agencies/professionals for SEND students, including Early Help assessments.
- Transition Responsibilities (Under the direction of the AHT Inclusion)

PLANNING AND COORDINATION

- Coordinate SEND transition processes for incoming Year 7 pupils with SEND, under the guidance of the AHT (Inclusion).
- Maintain an overview of SEND transition timelines, ensuring key information is gathered, shared and acted upon in advance of pupils joining the school.
- Support the organisation of enhanced transition activities for pupils with SEND, where required.
- Coordinate SEND transition planning for pupils in Year 11 under the direction of the Assistant Headteacher for Inclusion, ensuring arrangements are timely and well-documented.

- Support the planning of post-16 pathways for pupils with SEND, ensuring transition activity aligns with pupils' aspirations and needs.
- Liaise administratively with colleges, training providers, careers services and local authority teams to support smooth transitions.
- Support AHT (Inclusion) in coordinating meetings or reviews linked to post-16 transition, including EHCP transition reviews where applicable.

INFORMATION GATHERING AND RECORD MANAGEMENT

- Collect, collate and maintain SEND documentation from feeder primary schools, including SEN support plans, Individual Learning Plans, EHCPs, professional reports and transition records.
- Ensure that SEND information is accurately transferred to the school's SEND systems and is accessible to relevant staff prior to pupils starting.
- Prepare and collate SEND documentation to support post-16 transition, including SEN support summaries, EHCP paperwork and evidence of provision and outcomes.
- Support the timely sharing of SEND information with further education providers, training providers, employers or local authority services, as appropriate.
- Ensure records clearly reflect the graduated approach, support provided and recommendations for future provision.
- Working alongside the AHT (Inclusion) supporting in identifying pupils with emerging or complex needs requiring early planning/intervention.
- Act as a key administrative link between feeder primary schools/Post 16 providers, families and internal staff regarding SEND transition arrangements.
- Support communication with parents/carers to clarify transition arrangements, support plans and key contacts.
- Liaise with pastoral leaders and support staff to ensure SEND needs are understood and planned for.

IMPLEMENTATION AND REVIEW

- Support the implementation of transition support plans, including the organisation of visits, transition days or bespoke support arrangements.
- Ensure that SEND support is reviewed early in Year 7 and that documentation reflects pupils' current needs and experiences.
- Flag any concerns arising from transition to AHT (Inclusion) for timely intervention.

RESPONSIBILITIES FOR PARENTS AND PARENTAL COMMUNICATION (UNDER THE DIRECTION OF THE AHT INCLUSION)

- Act as a consistent, professional point of contact for parents/carers regarding SEND administrative processes and day-to-day queries and attend all Parents Evenings and Year 6-7 Transition evening.
- Respond promptly and appropriately to parental enquiries relating to SEND provision, Educational Health Care Plans, Individual Learning Plans, reviews, interventions and transition arrangements, within agreed protocols.

- Ensure communication with parents is clear, accessible and respectful, reflecting the school's inclusive ethos.

COORDINATION OF SEND MEETINGS AND REVIEWS

- Coordinate invitations, agendas and documentation for meetings, ensuring parents are informed in a timely manner.
- Take accurate minutes and prepare written summaries of meetings, ensuring agreed actions and next steps are clearly recorded and shared.

LIAISON AND ESCALATION

- Recognise when parental concerns require escalation and refer these appropriately to the Aht (Inclusion).
- Support Assistant Headteacher for Inclusion by providing accurate information and documentation to inform responses to parental concerns or complaints.
- Maintain professional boundaries, ensuring that statutory decisions and strategic responses are led by Assistant Headteacher for Inclusion.

COMPLIANCE AND INSPECTION READINESS

- Ensure parental communication contributes to a clear evidence base demonstrating meaningful parental engagement, as expected by Ofsted.
- Maintain confidentiality and comply with data protection and safeguarding requirements at all times.
- Support AHT (Inclusion) by ensuring records of parental communication are organised and inspection ready.

SAFEGUARDING, HEALTH AND SAFETY AND COMPLIANCE

- Uphold the school's commitment to safeguarding and promoting the welfare of children and young people
- Follow all safeguarding policies and procedures.
- All employment is subject to an Enhanced DBS check
- Ensure the highest standards of professionalism, integrity, and accountability in all aspects of the role.

SENIOR SEND ASSISTANT

PERSON SPECIFICATION

Qualifications	Essential (E) Desirable (D)	Evidenced by: Application (A) Certificate (C) Interview (I) Test (T) Reference (R)
Qualifications and Training		
GCSEs (or equivalent) in English and Maths at Grade 4/C or above.	E	A / C
Willingness to undertake further SEND-related training.	E	A / I
Relevant qualifications in SEND, education, health or child development.	D	A / I
Experience of EHCP processes and Annual reviews.	D	A / I
Knowledge and Experience		
Experience of working with children or young people.	E	A / I
Experience of supporting pupils with SEND and/or additional needs.	E	A / I
Experience of managing or contributing to detailed administrative records or casework.	E	A / I
Experience of liaising with external professionals (e.g. Educational Psychologists, CAMHS/ELCAS).	D	A / I / R
Experience of working in a SEND or Inclusion focused role.	D	A / I / R
Experience of working with parents/carers in a professional capacity.	D	A / I
Good understanding of the SEND Code of Practice (2015).	E	A / I
Understanding of the graduated approach (assess-plan-do-review).	E	A / I
Awareness of safeguarding responsibilities, particularly for vulnerable pupils.	E	A / I
Understanding of confidentiality and data protection requirements.	D	A / I
Working knowledge of local authority SEND processes.	D	A / I
Experience of supporting Inspection preparation or reviews.	D	A / I
Familiarity with assistive technology or specialist interventions.	D	A / I
Skills and Abilities		
Excellent written communication skills, with the ability to produce clear, professional reports.	E	A / I / R
Strong verbal communication skills, including working sensitively with parents/carers.	E	A / I / R

Highly organised, with the ability to manage multiple priorities and deadlines.	E	A / I / R
Ability to work independently while knowing when to seek guidance.	E	A / I
Ability to build positive professional relationships with staff and external agencies.	E	A / I
Strong ICT skills, including the use of school information systems.	D	A / I / R
Personal Qualities		
Empathetic, calm and professional manner.	E	A / I / R
Commitment to Inclusion and high expectations for pupils with SEND Resilient and solution focused approach to challenges.	E	A / I / R
Discretion and integrity when handling sensitive information.	E	A / I / R
Creativity and willingness to contribute to wider school life (e.g. clubs, trips).	D	A / I / R
Commitment to the Trust's ethos and values.	E	A / I
Other		
Commitment to safeguarding and protecting the welfare of children and young people.	E	A / I
Commitment to equality and diversity.	E	A
Commitment to health and safety.	E	A
Essential car user.	E	A
Note: We will always consider your references before confirming a job offer in writing		
Prepared by:	HR Team	Date: January 2026

EQUAL OPPORTUNITIES

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

HEALTH AND SAFETY

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

SAFEGUARDING COMMITMENT

The Trust is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure. An enhanced DBS check and pre-occupational health check are an essential part of the selection and recruitment process.

ATTENDANCE

Good attendance enhances the service delivered by the Trust, minimises staffing difficulties and ensures best value to the schools. It is essential that applicants for positions in the Trust can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

SENIOR SEND ASSISTANT

HOW TO APPLY

If you would like to find out more about the position, please contact Mrs Sharon Groom on 01706 213693 or office@allsaintshigh.lancs.sch.uk.

Full details and application forms are available from our website: www.allsaintshigh.lancs.sch.uk.

Full details and recruitment monitoring forms are available from the Romero Catholic Academy Trust website: www.romerocat.com or the school website www.allsaintshigh.lancs.sch.uk.

We are committed to safeguarding and promoting the welfare of young people and expect all staff to share this commitment. The successful applicant will be subject to an Enhanced DBS check.

Closing Date	Wednesday 25 th February
Shortlisting Date	Friday 27 th February
Interview Date	Friday 6 th March

Completed application forms and associated documentation should be returned to the Headteacher's PA, Sharon Groom via e-mail: office@allsaintshigh.lancs.sch.uk.