



***'Learning Is Our Adventure'***

Amington Heath  
Primary School  
Recruitment Pack



Dear Candidate,

On behalf of the governors and the school, we would like to thank you for your interest in the post of Special Educational Needs Coordinator at Amington Heath Primary School.

This is an exciting and unique opportunity for a highly effective and inspiring school leader to support our Headteacher in building on the exceptional reputation and success of our school.

At Amington Heath Primary School, our school motto is central to our values, ethos, and practice. We believe that learning at Amington Heath Primary School is a lifelong journey we are on together, and that this is true for staff as well as pupils. We value creativity and innovation alongside equality and parity of provision.

We are proud to have been recently graded as "Good" by Ofsted in 2024, with our leadership and personal development recognized as outstanding, and to also have been awarded the platinum standard for OPAL (Outdoor Play and Learning).

Our welcoming, friendly and hard-working team is dedicated to making a difference in the lives of our children, who come from diverse backgrounds and have a wide range of needs.

We are looking for a committed and talented Special Educational Needs Coordinator who shares our values and has the drive to support the Headteacher and staff team in leading our school on its continued journey towards ensuring all of our children leave primary school ready to embrace the next chapter of their life; academically, socially, and emotionally.

Interested candidates are encouraged to contact the school office to arrange an opportunity to visit the school and find out more. This Candidate Pack provides some background information about the position and our school. We hope it will encourage you to apply for this exciting role.

Best wishes

Charlotte Davies  
**Headteacher**



## Amington Heath Primary School

Ofsted 2024, described Amington Heath Primary School as "a friendly school where pupils build positive relationships with staff and each other." The school has "high expectations for pupils' achievement" and aims to make learning "an adventure for all pupils, including those with special educational needs and/or disabilities (SEND)." The school is well-led by leaders who are "passionate about providing the best all-round educational experience for the pupils," and staff feel "valued, respected and well supported to do their jobs."

During the last graded Ofsted inspection (2018) Amington Heath Primary School was found to be good in all areas with outstanding leadership. The school was praised for its "culture of high expectations and ambition" and the leadership team's "clear vision" and effective teamwork. The school offers an "ambitious curriculum" with engaging "mini-adventures" that make learning practical and enjoyable. Staff are described as "dedicated and hard-working," and the school is well-led by leaders who are "passionate about providing the best educational experience." The school community is united and proud, with parents and staff feeling well supported by leaders.

This successful and popular school has a good reputation. With 243 pupils on roll, including in Nursery, we are a small maintained primary school with 1-form of entry. Our strong and committed staff team, supported by an effective governing body, is instrumental in ensuring that the school provides an excellent education for all pupils.

## Our Mission Statement

*Amington Heath Primary School is a close-knit, community-centred school dedicated to nurturing independent, confident learners equipped for the future. Together, we create a safe, inclusive environment where every child is valued and cherished. At Amington Heath, children love learning through an enriching curriculum that is relevant, varied, and engaging.*

*Our students are deeply engaged in their learning, actively seeking solutions to challenges. They are resilient, embrace challenges, and use mistakes as opportunities to grow. At Amington Heath, learning truly is our adventure.*

*We are committed to ensuring that every child reaches their full potential in all areas of school life and look forward to welcoming you into our happy and vibrant school community.*

At Amington Heath Primary School, we aim to promote the personal development of all our pupils through a range of teaching and learning opportunities. We strive to prepare them for life in modern Britain by being responsible and active citizens, who contribute positively to society and are respectful of people who are different to themselves.

Our curriculum is carefully crafted to meet the needs of our children and the community they live in. At Amington Heath, Learning is Our Adventure. Children are Amington Adventurers – constantly striving to demonstrate our RESPECT characteristics (resilience, empathy, self-awareness, positivity, excellence, communication and teamwork) which are explicitly taught and delivered throughout the Amington Heath adventure curriculum. PSHE is woven throughout the curriculum, ensuring that our children are prepared for the successes and

demands of the community they are growing up in. Our curriculum also prepares children for life beyond their community, for example, through the high profile of religious education, forest schools and citizenship.

Our curriculum recognises the value of all subject areas and allows children to shine regardless of where their skills and talents lie. Our mini adventure approach ensures that all subjects are taught in an engaging and stimulating manner where purpose and context are key.

Pupils at Amington Heath Primary School have a wealth of opportunities and experiences both inside and outside of the classroom. Exciting offsite educational visits, in school activities and residential trips provide life-long memories. Our children are encouraged to aim high and seize success.

At Amington Heath we believe in the positive impact that outdoor learning can have on children. Through carefully planned Outdoor Adventures, children have an opportunity to experience many of the principles of Forest School whilst also continuing their curriculum learning in the outdoors.

Children develop socially, emotionally, spiritually, physically and intellectually. Outdoor Adventure creates a safe, non-judgemental nurturing environment for learners to try new activities and take risks. It inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic opportunity. There are risks in everything we do, and we grow by overcoming them. Outdoor Adventure therefore, helps participants to become, healthy, resilient, creative and independent learners.

To ensure that this time and our fantastic school grounds are used to their full potential, our school has adopted an OPAL (Outdoor Play and Learning) philosophy that allows the children freedom to explore and play in their own imaginative ways, often using found and gathered resources in the natural outdoor environment. Playing outdoors enhances learning and is fundamental for children and young people to thrive, be creative, develop their imagination and generally have a great time at school. We feel passionately about providing children with great play: making mud pies, building dens, play fighting with foam swords, dancing to music, and foam and water play to name but a few.

At Amington Heath, we have carefully considered the experiences we want children to have before they move on to the next stage of their education. We have carefully woven these experiences into our curriculum and wider school offerings to ensure that all children have a broad cultural capital.

## **The Special Educational Needs Coordinator Post**

The post requires a dedicated and compassionate practitioner with a strong commitment to inclusive education. We welcome applications from both experienced SENCOs and teachers who are new to the role but bring enthusiasm, excellent classroom practice, and a determination to champion the needs of all learners.

The successful applicant will have a clear vision for high-quality provision for pupils with special educational needs and disabilities, and the skills to work effectively with the Headteacher, Leadership Team, staff, parents, external agencies, and Governors to strengthen our inclusive ethos.

This role offers the opportunity to join a successful and well-respected school that has all the essential ingredients to ensure children with additional needs are supported to thrive and succeed. This is a non-class-based role. Specific areas of responsibility will be shaped around the strengths and experience of the successful candidate.

The school has a well-established induction programme, and support is provided for newly appointed staff.

If you would like to be part of this wonderful school or would like to find out more about us, information about the school can be found on our website at [www.amingtonheath.staffs.sch.uk](http://www.amingtonheath.staffs.sch.uk) or take a look on our Facebook Page: <https://www.facebook.com/AmingtonOfficial>

All candidates will be informed, in due course, of the result of their application.

Completed applications should be submitted by email to [office@amingtonheath.staffs.sch.uk](mailto:office@amingtonheath.staffs.sch.uk)  
Visits to the school are welcomed and will be scheduled via the school office.

## **Job Description**

### **Special Educational Needs Coordinator**

Please note that this is a generic job description. The specific details of the role will be negotiated with the successful candidates to reflect their strengths.

#### **Job Title and Level**

Salary: MPS/UPS + TLR 2

Hours: 0.6 (3 days a week) However there is the option to add 2 days a week teaching commitment to this role to make it a full time position.

Contract type: Permanent

#### **Main Purpose of the Role**

The SENCO will provide strategic leadership for the provision of Special Educational Needs and Disabilities (SEND) across Amington Heath Primary School, ensuring that all pupils with additional needs receive high-quality support that enables them to thrive academically, socially and emotionally. The role exists to champion inclusive practice, remove barriers to learning, and secure positive outcomes for every child with SEND.

The SENCO will be responsible for overseeing the identification of additional needs, coordinating effective provision, and ensuring the school meets all statutory responsibilities under the SEND Code of Practice. Working closely with the Headteacher, staff, external agencies and families, the SENCO will play a central role in shaping and maintaining an inclusive school culture in which the needs, views and aspirations of children and families are at the heart of decision-making.

The SENCO will model excellent practice, support staff development, and ensure that the curriculum is accessible, ambitious and appropriately adapted for all learners. This is a key leadership role within the school, contributing to whole-school improvement and promoting an ethos where every child is valued, supported and able to succeed.

## **Key Responsibilities and Duties**

### **1. Strategic Leadership of SEND**

- Lead the strategic development, coordination and day-to-day operation of SEND provision across the school.
- Play a key role in shaping the school's inclusive ethos and ensuring that SEND priorities are embedded within the School Development Plan.
- Work closely with the Headteacher, Leadership Team and Governors to monitor the effectiveness of SEND provision and identify areas for improvement.
- Promote a culture of high expectations for pupils with SEND, ensuring they have full access to a broad, balanced and enriching curriculum.
- Ensure the school fulfils all statutory duties under the SEND Code of Practice.

### **2. Identification and Assessment**

- Oversee systems for identifying pupils with additional needs, ensuring early intervention and high-quality provision.
- Lead on the implementation, monitoring and review of Individual Education Plans (IEPs), support plans and EHCP processes.
- Use assessment data to track progress, evaluate provision and inform next steps in learning.
- Support staff in understanding graduated response processes and implementing high-quality adjustments.

### **3. Teaching, Learning and Curriculum**

- Promote and exemplify outstanding classroom practice with strong differentiation and inclusive approaches.
- Work with teachers and support staff to ensure the curriculum meets the needs of all learners.
- Provide coaching, training and guidance to staff to strengthen understanding of SEND theory, evidence-based interventions and effective inclusive pedagogy.
- Undertake teaching responsibilities where needed to model best practice or support targeted intervention.

## 4. Leading and Managing Staff

- Support staff through modelling, mentoring and professional dialogue to improve SEND practice.
- Contribute to appraisal and performance management processes for identified staff.
- Deliver or coordinate training, INSET, and the dissemination of current SEND research and guidance.
- Support staff in developing high-quality education plans and monitoring provision.
- Participate in the selection and appointment of teaching and support staff as needed.

## 5. Working with External Agencies

- Liaise effectively with external professionals, including Educational Psychologists, specialist teachers, health professionals and social care.
- Ensure smooth communication and information-sharing to support the needs of identified pupils.
- Coordinate multi-agency meetings and contribute to statutory assessments.

## 6. Attendance and Pastoral Support

- Monitor attendance of pupils with SEND and work with families to remove barriers to regular school attendance.
- Support pastoral systems to ensure pupils feel safe, included and able to learn.

## 7. Accountability and Resource Management

- Manage the SEND budget and ensure resources are deployed effectively to improve outcomes for pupils.
- Maintain accurate SEND records and ensure information is shared appropriately with staff and parents.
- Contribute to the evaluation of whole-school systems and processes.

## **Professional Development**

Amington Heath Primary School is committed to supporting professional growth. The school will provide opportunities for the SENCO to access:

- National SENCO Training (if not already completed)
- Relevant external courses, networks and conferences
- Coaching, mentoring and leadership development pathways
- Opportunities to lead projects and develop whole-school initiatives

---

## **Governance, Accountability & Partnership Working**

- Understand and welcome the role of effective governance and work collaboratively with governors responsible for SEND.
- Ensure staff understand SEND-related professional responsibilities and are held to account appropriately.
- Build strong, positive relationships with parents and carers, ensuring they feel supported and involved in decision-making.

## Safeguarding

The SENCO plays a crucial role in safeguarding and is expected to:

- Act as Deputy Designated Safeguarding Lead (DDSL) where required. [
- Ensure safeguarding considerations are reflected in SEND processes.
- Liaise with external agencies to support vulnerable pupils.
- Promote a culture of vigilance, safety and pastoral care for all children.

## Person Specification

### Special Educational Needs Coordinator

CRITERIA	QUALITIES	
	ESSENTIAL	DESIREABLE
Qualifications and training	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Evidence of recent and relevant professional development related to SEND or inclusion</li> <li>• Commitment to completing the National Award for SEN Coordination (if not already held)</li> </ul>	<ul style="list-style-type: none"> <li>• National Award for SEN Coordination</li> <li>• Additional accredited training in SEND, safeguarding, or leadership</li> <li>• Coaching or mentoring qualification</li> </ul>
Leadership and Management	<ul style="list-style-type: none"> <li>• Ability to lead and coordinate SEND provision across the school</li> <li>• Ability to motivate, influence and inspire colleagues to improve outcomes for pupils with SEND</li> <li>• Experience of working collaboratively with parents, staff and external agencies</li> <li>• Strong organisational skills and the ability to manage multiple priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of line-managing staff</li> <li>• Experience contributing to school improvement planning</li> <li>• Experience leading whole-school initiatives or training</li> </ul>

<b>Learning and Teaching</b>	<ul style="list-style-type: none"> <li>Proven ability to deliver high-quality, inclusive teaching</li> <li>Strong understanding of adaptive practice and effective SEND interventions</li> <li>Understanding of assessment processes, including identification of additional needs</li> <li>Ability to support staff to develop their teaching for pupils with SEND</li> </ul>	<ul style="list-style-type: none"> <li>Experience of delivering targeted interventions</li> <li>Experience of supporting pupils with complex SEMH, communication, or medical needs</li> <li>Experience teaching across a range of key stages</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>Good understanding of the SEND Code of Practice and statutory responsibilities</li> <li>Excellent communication and interpersonal skills</li> <li>Ability to analyse data and use it to drive improvement</li> <li>Confidence in managing meetings, including multi-agency and EHCP processes</li> <li>Ability to maintain clear and accurate records</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of current SEND research and evidence-based approaches</li> <li>Experience using digital tools for SEND monitoring and provision mapping</li> <li>Understanding of attendance systems and how they relate to SEND</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>Commitment to inclusion and improving outcomes for all children</li> <li>Empathy, patience and emotional resilience</li> <li>Ability to build positive relationships with pupils, staff and families</li> <li>Reflective practitioner committed to ongoing personal development</li> <li>Ability to work proactively and independently as well as within a team</li> </ul>	<ul style="list-style-type: none"> <li>Ability to contribute creatively to school culture and ethos</li> <li>Confidence in delivering staff CPD</li> <li>Willingness to take on wider responsibilities within the school community</li> </ul>