



AYLESBURY
GRAMMAR SCHOOL

Founded 1598

Recruitment Pack

STUDENT SUPPORT LEADER & SEND COORDINATOR

Application Deadline – 10am, Tuesday 3 February 2026

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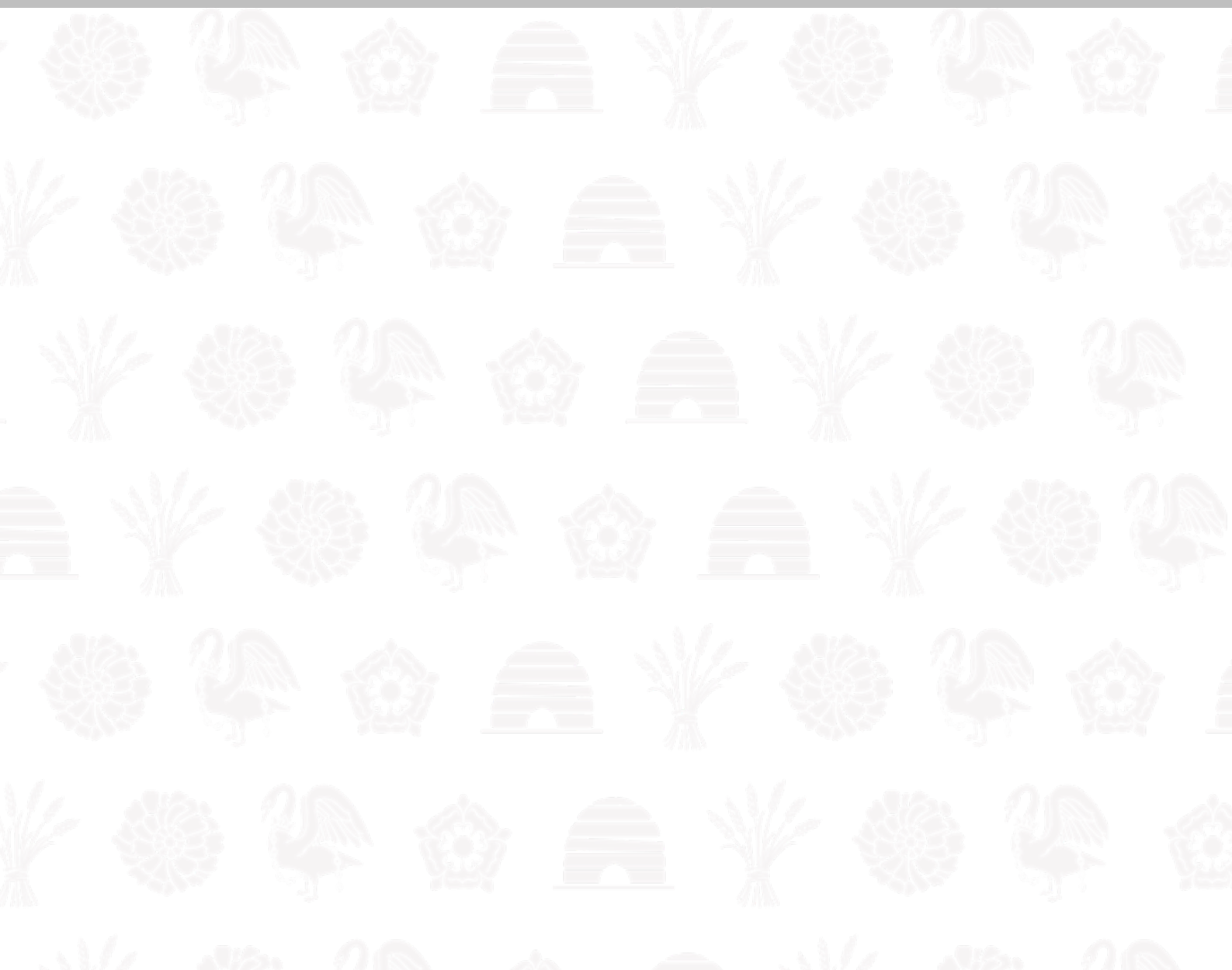
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Welcome from the Headmaster

Dear candidates,

Thank you for your interest in Aylesbury Grammar School. I am delighted you are considering being a part of our School. As a member of our team, you would play a pivotal role in supporting the School to deliver an uncompromised curriculum and life enriching opportunities, together with extraordinary care and support.

As a School, we are expertly placed to enable our students to flourish whilst also ensuring they are well equipped to understand and meet the challenges they face with empathy and humility. Our staff know and understand each student to enable them to find their place in the world.

We have a School community of 1340 students, including over 400 in the Sixth Form. We employ over 140 staff across the School who are all committed to a culture of innovative practice and excellence through their pioneering expertise and with enviable support from the Governing Body, AGS PTA, the Old Aylesburian and wider Aylesburian community.

Our team is diverse with a healthy mix of youth and experience, with relationships between staff, students, and with parents, extremely positive and caring.

Key to this are our core values of respect for ourselves, our peers and our community, whilst aspiring to achieve the best we can in our relationships and our interests.

Aylesbury Grammar School has occupied the current site in the centre of Aylesbury since 1907 and is a long-standing part of the community. We have an innovative and ambitious School Development Plan to continuously evolve and improve.

We benefit from an aspirational refurbishment plan which has included a new Science Centre with 15 state of art Science Laboratories, new Sixth Form Centre, Library, Health and Fitness Suite, refurbishment of the Art, DT and Engineering building, alongside the new School entrance area. Most recently, we have completed work on an ambitious project to deliver a new 3G pitch at the heart of our School, transforming the proposition for Sport and PE at AGS.

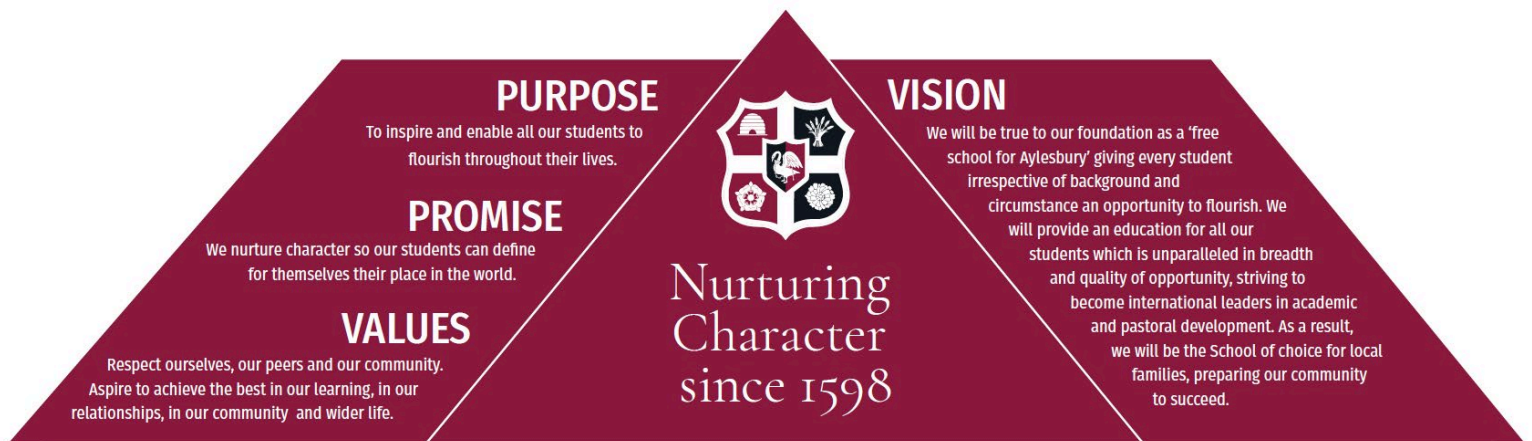
We are a School proud of its past but positioned to define its future. With over 425 years of history, we are forward-thinking and dynamic with a focus on exceptional learning and teaching, enrichment, and the development of our staff.

There is a selfless commitment amongst those who work here, and we welcome applications from high-calibre, positive and motivated people.

Kind regards
Mark Sturgeon
Headmaster



Our School



NURTURE YOUR CHARACTER



MOTIVATION

- ENCOURAGEMENT
- CHALLENGE
- RECOGNITION

EMBRACE OPPORTUNITY



INNOVATION

- ADVENTUROUS
- INQUISITIVE
- LIMITLESS

CELEBRATE DIFFERENCE



OWNERSHIP

- EMPATHY
- RESPONSIBILITY
- REFLECTION

LEAD WITH HUMILITY



RESILIENCE

- ADAPTABILITY
- PURPOSE
- TENACITY

FLOURISH IN ALL YOU DO



COURAGE

- FORTITUDE
- ENDEAVOUR
- SELF-EXPRESSION

PASTORAL CARE

- Extraordinary care and support
- Belonging and camaraderie
- Self-expression and identity

CURRICULAR

- Pioneering expertise
- Uncompromised curriculum
- Growth through achievement

EXTRA CURRICULAR

- Life enriching opportunities
- Self-discovery through participation
- Selfless commitment



PRODUCTIVITY



INDUSTRY



LOYALTY



INTEGRITY



UNITY

Our School



Floreat Ailesburia

Founded by Sir Henry Lee in 1598, Champion of Queen Elizabeth I, Aylesbury Grammar School was a 'free School for Aylesbury' with the vision to promote the local area to flourish through educating its young people.

In 1907 the School moved to its present site and became co-educational. In 1959 the creation of Aylesbury High School meant the girls moved next door and Aylesbury Grammar School returned to being a boys' School.

Despite the separate site, our strong links with our sister School remain and provide a unique opportunity for our boys to grow up in their formative years in the company of their female counterparts, whilst also benefiting from the advantages of focused learning amongst their peer group.

This unique collaboration provides a sensitive, mature and well-rounded interaction for our students to develop a true sense of character and to flourish in today's world.



Pioneering Expertise

Employing exceptional staff is the backbone to inspiring our young people to explore for themselves who they want to be and to find their place in the world.

We aim to recruit members of staff who are leading practitioners in their fields or who show outstanding potential. As well as appointing experienced staff, we also train those new to the profession recruited directly from university or those who have been successful in another career and seek a new challenge.

Professional development is at the heart of our approach. Time and resources are available to our staff whatever the stage of their career.

We use professional research and pioneering expertise both in and outside the School. We collaborate with international partners and always look to improve the School, ensuring it is uniquely placed to prepare the next generation of students and staff.



Belonging and Camaraderie

Our well-established House System provides a sense of ownership, belonging and a healthy level of competition and camaraderie.

It has a hugely positive impact on our community and for our students in their academic work, extra-curricular contribution and development into authentic, empathetic and resilient young adults.

For our staff, who are assigned to a House, it provides a shared sense of belonging, loyalty and camaraderie.



Life Enriching Opportunities

We actively promote self-discovery through participation, as well as encouraging the students to attempt new and unfamiliar activities to broaden their horizons.

These life-enriching opportunities are extensive with clubs and activities taking place enhancing classroom learning and enjoyment.

Our colourful range of music, drama, performing arts and clubs/societies provides all students with the opportunity to participate, to collaborate and be part of School life.

Our School



Self-Discovery through Participation

Physical activity is key to maintaining a healthy, active, balanced lifestyle, supporting physical and mental well-being. Our sports clubs and practices are open to all students, irrespective of ability and passion promoting a selfless commitment to their chosen sport.

Whether an elite, representative, House or recreational sportsman, the School encourages and provides opportunities for everyone to participate. School teams and matches involve many students and nearly all students participate in the vast programme of House sports competitions.

Our offering is extensive ranging from cricket, handball, badminton, athletics, rugby, football, swimming, squash, tennis, basketball, and cross country.



Achievements

We are proud and remain humble that our School is consistently celebrated as one of the top state schools in the country – recently the top performing grammar school in Buckinghamshire for Value Added at A Level.

In Key Stage 3, GCSE and A Level, our students make outstanding progress and are prepared for the next stage of their education or chosen career with confidence.

The uncompromised breadth of the curriculum available enables all students to pursue the widest range of careers and studies at university or in the workplace. Through exceptional advice and guidance our students leave the School with aspirations to the most highly ranked courses and careers, at organisations and universities across the country where they will feel fulfilled and happy.



Role Description

STUDENT SUPPORT LEADER & SEND COORDINATOR

We are recruiting for an inspirational and passionate individual to become our Student Support Leader and SEND Coordinator

Role purpose

- A. To lead the strategic vision and implementation of all aspects of the Student Support team provision
- B. To lead the strategic development and implementation of the SEND Policy and provision
- C. To lead and coordinate the support for students with SEND, including Exam Access Arrangements
- D. To provide inspirational leadership to the Student Support team
- E. To be a member of the Safeguarding team, acting as an additional Designated Safeguarding Lead
- F. To be the Senior Mental Health Lead for the School
- G. To fulfil the responsibilities of a teacher, as set out in the STPCD, while allocating appropriate non-contact time to discharge leadership, coordination, and management duties

Principal Accountabilities

Strategic Vision and Implementation of Student Support

- A1. To ensure a culture of inclusivity and approachability for Student Support
- A2. Implement and oversee the School's strategic vision and policy for Special Educational Needs and Disabilities (SEND), ensuring full statutory compliance and high-quality, inclusive provision
- A3. Provide highly effective professional guidance to the Student Support team and colleagues, focusing on high-quality support strategies
- A4. Ensure the atmosphere and environment of Student Support is friendly, professional, and supportive

Development and Implementation of SEND provision

- B1. Lead the strategic development of the SEND policy and provision, working with the Assistant Headteacher - Personal Development
- B2. To monitor and review the quality and consistency of provision across the School, identifying areas for improvement in learning and teaching for students with SEND
- B3. Ensure the SEND policy is operationalised consistently, and its key priorities are embedded in departmental plans
- B4. Maintain up-to-date knowledge of national/local initiatives and advise the SLT on how these may impact current provision
- B5. Monitor the effective use of resources and interventions allocated to students with SEND, making recommendations to the SLT on future budget allocations

Leadership of SEND

- C1. Maintain the statutory SEND register and provision map, ensuring accuracy and that records clearly track individual progress and needs
- C2. Lead the Graduated Approach (Assess, Plan, Do, Review) across the school, providing colleagues with practical guidance on effective differentiation and targeted support
- C3. Lead improvement for SEND students through development and implementation of effective strategies
- C4. Lead on the professional development of staff to implement the identified strategies
- C5. Monitor and develop further the impact of strategies for SEND students
- C6. Act as the key operational contact for the Local Authority (LA) and external agencies (e.g. Educational Psychologists, CAMHS), managing referrals and coordinating meetings
- C7. Analyse progress and attainment data for students with SEND, reporting on impact and recommending curriculum or intervention adjustments to the SLT and class teachers
- C8. Implement and manage the annual review process for students with Education, Health and Care (EHC) Plans, ensuring compliance and student-centred planning
- C9. Lead the accurate identification and assessment of a student's special educational needs
- C10. Coordinate the provision that meets the student's identified needs, regularly monitoring its quality and effectiveness in the classroom

- C11. Communicate regularly and proactively with parents/carers about their child's needs, progress, and how they can support at home
- C12. Ensure all relevant information is accurately and efficiently transferred to another school upon a student's transition, supporting a smooth move
- C13. Responsible for Exam Access Arrangements (EAA), including the identification of eligible candidates, the collection of evidence, and the timely and accurate submission of all applications via the Joint Council for Qualifications (JCQ), ensuring regulatory compliance
- C14. Lead the secure and effective implementation of approved access arrangements for all internal and external examinations (including mock exams)
- C15. Provide mandatory training to invigilators, readers, and scribes, collaborating with the examinations team to manage logistical requirements, and establishing quality assurance checks to ensure arrangements consistently reflect the student's documented 'normal way of working' within the classroom

Leadership of Student Support Team

- D1. Line manage, lead, and support Student Support Officer, Student Support Assistants and other SEND support staff, conducting regular supervisory meetings and contributing to their performance and appraisal process
- D2. Identify practical, in-house training needs for staff based on student need and implement and lead focused professional development sessions (INSET) and forums
- D3. Promote an ethos and culture that encourages and celebrates the inclusion and achievements of students with SEND or a disability

Additional Safeguarding Lead

- E1. To act as an Additional Safeguarding Lead
- E2. To be part of the Core Safeguarding Team led by the School's Designated Safeguarding Lead
- E3. To carry out operational safeguarding responsibilities under the direction and guidance of the Designated Safeguarding Lead
- E4. To manage a caseload as reasonably assigned by the Designated Safeguarding Lead
- E5. To ensure your Safeguarding training is up to date

Senior Mental Health Lead

- F1. To act as the Senior Mental Health Lead
- F2. To develop and oversee the whole school approach to mental health and wellbeing
- F3. Liaise and work with external services and agencies to support whole school approach
- F4. Review and develop the curriculum and extra-curricular activities to promote positive mental health and wellbeing
- F5. Coordinate and support students with specific mental health and wellbeing concerns
- F6. Ensure training for staff is proactive and responsive to the needs of the School
- F7. Engage with parents in relation to the positive mental health and wellbeing needs of the students

Performance and Development Leader

Your Performance and Development Leader will be the Assistant Headteacher - Personal Development. Your Subject Leader will contribute to objectives set and the monitoring of such.

Alterations

The Headmaster may alter this role profile, after discussing any alterations with you and giving you reasonable notice of the alterations.

Person Specification

The successful candidate is likely to possess many of the following personal characteristics, experience, skills, and knowledge.

Qualifications (Essential)

- QTS
- National Award for SEND Co-ordination (NASENCo or NPQ for SENCOs) or evidence of significant progress towards completion within the first year of appointment

Qualifications (Desirable)

- Evidence of continuous professional development (CPD) specifically related to SEND and middle leadership

Experience (Essential)

- Evidence of excellence as a teacher
- Demonstrable success in improving outcomes for students with a range of SEND
- Evidence of strategic planning and innovation
- Experience of leadership and impact of whole school training to all staff
- Experience of a high case load or work load and effective strategies to manage these

Experience (Desirable)

- Experience of student support leadership
- Evidence of leading and nurturing a team of support staff
- Practical experience in writing, implementing, and reviewing EHC Plans (or Statements)

Skills and Knowledge (Essential)

- Strong working knowledge of the SEND Code of Practice (2015) and safeguarding legislation
- Proven experience as a leader or coordinator of a team or significant whole-school initiative (e.g., literacy, assessment, specific area of SEND)
- Evidence of seeking opportunities to develop pastoral skills
- Excellent ability to analyse and interpret student data to inform intervention planning and report on impact
- Very good written and oral communication skills
- Effective coaching skills with the ability to model and mentor colleagues in inclusive teaching practices
- Confident in use of IT for student tracking
- Exceptional organisational and record-keeping skills to manage statutory paperwork and deadlines
- Highly effective communication and interpersonal skills to build rapport with students, staff, parents, and external agencies
- Evidence of working with the wider School community e.g. parents, governors

People Leadership and Management Skills (Essential)

- Experience of whole school staff development
- Evidence of building outstanding working relationships with students, staff, and parents
- Able to handle conflict and emotional issues/relationships calmly and professionally
- Can hold people accountable for their performance
- An effective team player, working collaboratively with colleagues
- Adaptability in addressing challenging situations

Personal Qualities (Essential)

- Unquenchable enthusiasm for educating and supporting young people
- Emotionally resilient and able to work under pressure
- Empathetic and confident in dealing with multiple cases and families of SEND students
- Commitment to the ethos and values of the school and promoting inclusion as a core value
- Inspires trust and confidence from all staff
- Proactive and solution-focused approach to addressing student needs and removing barriers to learning
- Organised with excellent time-management skills and the ability to prioritise
- Resilience and the ability to work effectively under pressure, managing a complex, sensitive and full caseload
- Able to plan and monitor progress
- Good interpersonal skills including approachability and discretion
- Sense of humour

AGS Student Support

Student Support is located on the ground floor of the Languages Block and is a recently refurbished area. It is staffed daily between 08.00-17.00 and has an open door, inclusive policy. It supports students presenting with SEND (*this could be Autism, ADHD, Dyslexia, Anxiety and/or Mental Health issues*), including those on an Education and Health Care Plan (*EHCP*), those with a formal diagnosis but no Plan and those who present with traits of SEND with no formal diagnosis. Support is always based upon need rather than diagnosis.

Student Support is a space accessed by students needing a quiet, safe space away from the busy school environment. In addition to the main study area, there is the 'Chill Room', where students can take time to decompress, read, or socialise quietly. It is also a calm space for students when they are experiencing high levels of anxiety, sensory overload or emotional difficulties.

Whilst the Department provides for students on a Plan, it also offers interventions and support to those on SEN Support. This could be in-class, in a group or 1-1 and with a focus on any of the four areas of SEND: Communication & Interaction, Cognition & Learning, Social, Emotional & Mental Health and Sensory & Physical Needs.

When necessary, the Department will make referrals to external agencies such as the Local Authority (*LA*) and Child and Adolescent Mental Health Services (*CAMHS*). Parents are kept updated at all stages of the process as we know that school-parent collaboration and communication are key to successful outcomes for students with SEND. SEND Coffee Mornings and an active SEND WhatsApp Group contribute to the strong links with parents.

Personnel

The Department is led by the SENDCo, supported by an Assistant Student Support Lead, a Student Support Officer, a Senior Student Support Assistant, and three Student Support Assistants. The SENDCo also line manages the Lead School Counsellor.

The Student Support Department aims to:

- Promote a whole School approach to SEND which is respectful, inclusive and supportive.
- Provide students with an area in School where they feel welcome, safe, and confident they will be listened to, represented and supported appropriately.
- Keep teachers informed of all things SEND, both nationally and locally.
- Provide teachers with relevant information and advice about individual students with SEND, as well as more generic strategies for supporting students with SEND in the classroom.
- Ensure that students with SEND have access to the same curriculum and experiences as their peers and that teachers are modelling the same high expectations and ambition for these students.
- Reinforce to teachers the importance of High-Quality Teaching for all students, irrespective of the individual SEND profile.
- Identify, in partnership with teachers and parents, students with SEND and follow the graduated approach of Assess-Plan-Do-Review which may include referrals to other agencies such as Children and Adolescent Mental Health Services (*CAMHS*) or the Local Authority (*LA*)
- Enable an effective transition from Year 6 into Year 7 for students already identified with SEND.
- Establish and maintain open and positive collaboration with parents of students with SEND, the Local Authority and other external agencies.
- Oversee the provision detailed in Section F of all Education and Health Care Plans and maintain up to date records of action, outcomes and provision for students on SEN Support and Monitoring
- Consider how students with SEND are represented and rewarded in terms of academic progress and participation in inter-house and extra-curricular activities.
- Support students with SEND into the next phase of their education/employment and ultimately adulthood.

Guidance for Applicants

The Role Profile and Person Specification for this role are essential to the selection and recruitment process. They form the starting point for consideration of a candidate's eligibility for interview and guide the selection panel. It is important that you use both documents to prepare your application form. Application forms are to be found on the School website under Vacancies.

The Role Profile sets out the role, tasks and responsibilities to be undertaken by the successful candidate. It is a written statement of what is expected by the post holder. It provides basic guidance on day-to-day tasks and responsibilities. It includes information about the way in which the role should be approached and what the role needs to be successful.

The Person Specification sets out the criteria used to identify the most suitable candidate for the role. It specifies the particular experience, skills, knowledge and personal qualities required. The selection panel will use information from the application form to assess whether a candidate has met the criteria.

We are committed to treating all our applicants fairly and with respect, irrespective of their actual or assumed background, disability or any other protected characteristic.

Shortlisting

The procedure used to arrive at a short list will allow sufficient time for a thorough and rigorous analysis of all applications. A selection panel, the members of which will also make up the formal interview panel, will carry out shortlisting.

Decisions about who is invited for interview will be based on how well applicants meet the role profile and the person specification criteria.

References

References of shortlisted candidates will be requested before the interview. Referees will be contacted via email and, on occasion, may be contacted by telephone.

At least one referee should be your current employer and a contact at your last post working with young people if not currently doing so.

The Interview Day

During the Interview Day, we will take every opportunity to find out if you are the right person for the role. Similarly, it is an opportunity for you to find out more about the School and those who work here. The interview is a two-way process. We encourage you to visit us beforehand if you are able.

The Interview Day will offer you a range of different opportunities to demonstrate your potential to meet the requirements of the post. Some or all of the following activities and procedures may be used:

- Observed discussion with selected members of staff or learners on specific topics or area of leadership and management
- A task in which you may have to complete a practical piece of work which is related to the role, for example a time management or in-tray exercise
- Observation of teaching, if applicable
- A presentation
- A formal interview
- A tour of the School

Guidance for Applicants

The Panel

There will be a panel of interviewers. Interview panels are made up of senior staff and governors. A minimum of one person on the panel will have undertaken Safer Recruitment Training. In making the final decision whether to appoint, the following good practice guidelines will be observed:

- The chair of the interview panel will seek each panel member's assessment of each candidate and use these to inform the final decision
- Sufficient time will be given for the panel to deliberate on the decision
- The chair of the interview panel will summarise each candidate's written application, responses and references to support clarity in coming to judgements
- The method of reaching a decision will include discussion and gradual elimination and will be agreed with the interview panel in advance and made clear to all
- All papers relating to the interview process will be collated, one copy held confidentially, and all other copies shredded
- The statutory requirement that the full Governing Body should ratify appointments at Deputy Headteacher level and above will be fully met
- All appointments are subject to satisfactory references, DBS, proof of Right to Work, satisfactory checks on the Teaching Regulatory Agency and medical clearance

The interview will also include a 'personal' section where suitability for working with young people will be explored including questions on previous experiences. Aylesbury Grammar School is fully committed to safeguarding and promoting the welfare of young people.

Unsuccessful Candidates

Unsuccessful applicants are able to request feedback as a developmental opportunity.

Completed Applications

Completed Applications or for further information please contact:

Donna Miles, Executive Assistant

Direct Dial – 01296 480223

dmiles@ags.bucks.sch.uk

Links

Aylesbury Grammar School Teacher Application Form - <https://www.ags.bucks.sch.uk/about-us/vacancies/>

Equalities Statement - <https://www.ags.bucks.sch.uk/wp-content/uploads/2020/12/Equality-Statement-Objectives-Compliance-Dec-2020.pdf>

Privacy Notice - <https://www.ags.bucks.sch.uk/wp-content/uploads/2023/01/Privacy-Notice-for-Job-Applicants-November-2022.pdf>

Staff Benefits



Long Service Awards

As a Bucks school we participate in the long service award scheme.

5 years non-teaching staff receive an additional 5 days annual leave / holiday pay

10 years – all staff receive a payment of £100

15 years – all staff receive a payment of £150

20 years – all staff receive a payment of £225

25 years – all staff receive a gift to the value of £300

30 years – all staff receive a gift to the value of £375

35 years - all staff receive a gift to the value of £450

Cycle to Work Scheme

As part of a salary sacrifice scheme a bicycle and accessories can be purchased using the Cycle to Work scheme. Repayments are deducted from your gross monthly salary which means you will pay less income tax and national insurance whilst also spreading the cost.

Non-Teaching Staff Annual Leave

The annual leave entitlement for full-time employees is dependent on salary range.

22 days for salary range 1-3

23 days for salary range 4-5

25 days for salary range 6-12

A further 5 days holiday is added after 5 years' service.

Parking

Free parking for staff is available on site.

Pension

Eligible staff are automatically enrolled into the relevant pension scheme:

Teachers' Pension Scheme (TPS) for Teaching Staff

Local Government Pension Scheme (LGPS) for Non-Teaching Staff

Both schemes are Defined Benefit Schemes. That means, the amount you'll receive at retirement depends on your salary and how long you have paid in and not on the performance of any stock market investment.

Employee contribution rates are dependent on salary and range from 7.4% to 11.7% for Teachers and 5.5% to 12.5% for Non-Teaching Staff.

Aylesbury Grammar School also makes generous employer contributions to both schemes, currently 28.68% TPS, 22.1% LGPS. The minimum contribution a UK employer must make to a pension scheme is 3%.

Life cover is also provided by way of Death in Service benefits payable to your nominated beneficiaries.

Education Support Partnership

Aylesbury Grammar School provides staff with free of charge access to the Education Support Partnership, offering confidential advice and counselling 24 hours a day, 365 days a year.

Use of School Gym

AGS has a large fitness and conditioning room which includes free weights, weight machines, two multi-gyms, exercise bikes, cross trainers, and rowing machines. This facility is extensively used by the students and is staffed by a Fitness and Conditioning expert before school, at lunchtimes and after school. The facility is available for staff use with the agreement of the Director of Sport.

Nurturing Character Since 1598



Tel: 01296 484545
Web: ags.bucks.sch.uk

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