

Trust SENDCO and Outreach Lead Application Pack

Thank you for your interest in the role of **Trust SENDCO** and Outreach Lead (across Rutland) at **Brooke Hill Academy Trust**. This is a new role for our Trust, and we hope you will feel inspired to apply to be part of our team. The role will combine the SENDCO role over the 3 schools in the Trust along with overseeing the Nurture provision at Edith Weston Academy and leading the outreach support for Rutland County Council across Rutland.

Our ideal candidate will be an experienced SENDCO and a highly skilled and suitably experienced Teacher ensuring a high quality SEND provision for all children in our Trust. They will oversee and manage the Nest provision and deliver high quality advice and support to all schools through outreach. They will ideally have an interest in SEMH and have a deep understanding of SEND.

The general allocation will be 2 days SENDCO focus and 3 days Nurture Nest/ SENDCO but we would expect the successful candidate to be flexible and manage their own time and timetable according to the priorities and need. The role will include working with children, families, staff and external agencies both in our own schools and as part of the outreach role with all schools. They will work closely with the Headteachers as well as work closely with the inclusion team at RCC and provide up to date reports on the impact of the Outreach support. They will oversee the SEND provision across the Trust and be relentless in seeking additional funding and support. You will be responsible for supporting all staff to have high expectations for both the progress and care of our most vulnerable children.

The person specification and job description can be found in this pack, and as a qualified teacher role this will also fall under the expectations of the latest Teacher Standards and School Teachers Pay and Conditions.

Our ideal candidate will have:

- A proven experience as a SENDCO and demonstrate examples of improving provision and supporting children
- Drive, energy and ambition for both themselves, and their role
- Ability to manage and prioritise their work schedule and provide high quality support and outreach support
- A strong understanding of safeguarding and the ability to ensure that safeguarding is at the heart of everything we do
- Strength of character to lead and inspire staff, nurture the staff team whilst holding them to account to ensure that the children achieve their best outcomes
- An openness to work collaboratively with others is essential
- The ability to establish themselves as a credible leader and foster professional, influential relationships with a wide range of stakeholders and external agencies

In return you will find:

- Supportive leadership and a collaborative working environment
- Working with amazing children everyday and improving their life chances
- A Trust that supports professional development and support for all staff to flourish
- Focus on staff well-being and work-life balance
- Being part of a new era for the Trust and a growing team focused on aspirational futures for all children
- Inspiring learning environments and a commitment to further develop this

Start Date: January 2026 but an earlier start would be welcomed if possible
Contract type: Full-time – 2 years initially until August 2027 (as externally funded) but expected to continue beyond
Salary: L1-2
Reporting to: Headteachers / Local Authority

If you would be interested in either part of the combined role on a part-time basis, please get in touch for conversation about the possibilities for this.

Brooke Hill Academy Trust is a small Trust of three schools in Rutland and Lincolnshire. All three schools and Headteachers work closely together, along with the CEO, where we believe we all have a collective responsibility to ensure all children in our care deserve the very best education and opportunities. Each school is different, and we value their individual identities and character as they each serve their different communities.

We hope you will be inspired to apply for this unique and interesting role and would encourage prospective candidates to visit or have a telephone conversation with our CEO, Craig Charteris. This can be arranged by contacting Kate Rickett (Trust Administrator):

kate.rickett@brookehillacademytrust.education or by telephoning 01780 720025

This conversation is for you to ask questions and get to know our trust and is not part of the selection process. Information on how to apply for the post can be found in the Applicant pack.

Brooke Hill Academy Trust is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people. We are committed to safer recruitment, all offers of employment will be conditional pending positive references, enhanced DBS, qualifications and medical checks. This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Please visit our website to view our safeguarding policies. Wherever possible references will be gathered after shortlisting prior to interview.

To apply please complete the application form and return with a supporting statement. Please ensure your supporting statement covers all of the essential aspects in the person specification (using the headings):

- **Qualifications and Self-Development**
- **Experience, Knowledge and Understanding**
- **Skills**
- **Personal Ethos**

The supporting statement should be no more than 2 - 3 sides of A4 (calibri/apos font size 12). The supporting statement will be used to shortlist candidates against the person specification.

If you have any questions or require further information, please email:

kate.rickett@brookehillacademytrust.education

The closing date for this post is 3rd October 2025 at 12pm

We have scheduled interviews to take place on the 13th October 2025. Should this date not be suitable, please let us know at point of application. Wherever possible, references will be gathered after shortlisting prior to interview.

Trust SENDCO and Outreach Lead Person Specification

To be covered in Application Form and Supporting Statement

Essential	Desirable
Qualifications and Self Development	
Degree and QTS	Accredited SENDCO Qualification
Extensive SENDCO experience supporting teachers	Experience of undertaking outreach or advisory work
Relevant recent roles or professional development that helps prepare for this position.	Further relevant professional qualifications and commitment to ongoing professional development
Experience, Knowledge and Understanding	
Strong understanding of, and commitment to Safeguarding and Equality	Experience of being a DSL or DDSL
Experience of teaching in a mainstream Primary school setting	Experience of working in different schools or supporting colleagues in other schools
SENDCO experience and sound knowledge of the SEND Code of Practice	Experience of working across the Primary age range
Experience of undertaking a range of SEND assessments, working with external agencies and securing funding.	Experience of working in a special provision for SEMH
Understanding and experience of the EHCP and EHA processes and leading these.	Experience of leading initiatives/ projects with whole school impact
Understanding of working with children with a range of SEMH/ SEND and strategies to support them effectively	Involvement in leading training and supporting teachers.
Understanding of what makes 'quality first' teaching, and of effective intervention strategies	
Skills	
Able to influence, motivate and inspire staff and build effective working relationships	Experience of working with a range of professionals including Senior Leaders and external agencies
Good record keeping skills and ability to analyse and use data to inform provision planning	
Able to advise and support effectively to ensure teachers are well skilled in supporting the most challenging children	
Ability to effectively monitor progress of SEND and disadvantaged children, ensuring they are well supported to achieve their full potential	
Able to evaluate and monitor impact of own work and others to identify and prioritise next steps.	
Strong communication and interpersonal skills	
Personal Ethos	
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school/Trust	Passion for promoting well-being and creating a culture of excellence
Commitment to equal opportunities and securing the best outcomes for all children	A positive and energetic attitude with high expectations of self as a professional
Ability to work under pressure and prioritise effectively	
Able to work effectively as part of a team and contribute positively to the life of our schools	

Trust SENDCO and Outreach Lead Job Description

Job details

Job title:	Trust Special educational needs co-ordinator (SENCO) and Outreach Lead
Salary:	L1-2
Contract type:	Full-time – 2 years initially until August 2027 (as externally funded) but expected to continue beyond
Salary:	L1-2
Reporting to:	Headteachers / Local Authority

Main purpose

- Fulfill the professional responsibilities of a teacher, as set out in the [School Teachers' Pay and Conditions document](#)
- Meet the expectations set out in the [Teachers' Standards](#)
- Take specific responsibility and accountability for the management and organisation of the Nurture Provision and Outreach Service
- Line manage and appraise Nest Staff
- Safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.
- Determine the strategic development of special educational needs (SEND) policy and provision across the Trust
- Work across all three schools, prioritising time effectively on ensuring a high quality SEND provision for all children
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

Duties and responsibilities

Strategic development of SEND policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Develop and oversee the implementation of the schools SEND strategy and policy
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Proactively work with external agencies, seeking funding and support
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Monitor progress of pupils with SEND, carrying out appropriate assessments including working with teachers and parents

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision maps for each school
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise Headteachers on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)

- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify pupil's SEND needs based on evidence-based and external advice (where appropriate)
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date in each school
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

Nurture Lead and Outreach

- Taking overall responsibility for the Nurture Hub to ensure that the needs of all children are met. The Nurture Lead will lead and manage the Nest staff effectively, inspiring and developing good practice
- Working as part of the team to ensure that timetables are adapted to ensure that children make good progress in all areas of the curriculum. This will include overseeing and working with the Nest staff to develop planning and resources for the Nest
- Taking responsibility for collating and analysing assessment data for all pupils accessing the Nurture provision
- Lead in the implementation of routines and programmes to support children's SEMH needs and ensure robust monitoring of these
- Working closely with the Headteacher to deploy staff as needed both in the hub and to support children in the wider school
- Working closely with outside agencies and acting on advice in a timely manner
- Communicating with parents to maintain good working relationships and support where needed
- Supporting colleagues to develop their practice and improve their skills through performance management and regular discussions
- Take a lead in further developing effective practice throughout the school and MAT and working collaboratively with the Headteacher
- Work as part of the School Support Partnership, participating in relevant Multi-Disciplinary Meetings
- Deliver Outreach work to all schools within Rutland. This should involve observations, supporting staff, working with parents and, working alongside the school staff, to develop personalised plans for identified children
- Hold regular reviews and offer feedback and advice to parents, staff and other professionals involved with the child
- Monitor impact of Outreach involvement through regular meetings with Headteacher and SSP
- Complete Boxall profiles regularly to monitor progress and use these profiles to plan further support
- Carry out performance management for the Nest Team at identified intervals throughout the year
- Plan and deliver training, when necessary, both in school and as part of the Outreach role
- With the Trust Business Manager, manage the identified Nest budget to ensure efficient spending of the budget and monitor the impact of spending and resourcing

Leadership and management

- Work with the Headteacher's and CEO to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the Schools/ Trust are required to publish
- Contribute to improvement plans and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for pupils with SEND
- Lead and manage teaching assistants (TAs) working with pupils with SEND
- Lead staff appraisals as directed

- Review staff performance on an ongoing basis

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities.
- To safeguard and promote the welfare of children and young people, and follow Trust policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the CEO.

Class Teacher Job Description

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document and the Teachers Professional Standards. It may be modified by the Trust, following consultation, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Teaching and learning

To adhere to the teaching standards and uphold the professional code of conduct expected of professional teachers

1. Identify and adopt the most effective teaching approaches for all pupils, acting upon advice, training and support to develop practice.
2. To follow all school systems and expectations for teaching, learning and behaviour.
3. Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
4. Assess, monitor, record and report on the learning needs, progress and achievements of pupils, making accurate and productive use of assessment
5. Adapt teaching to respond to the strengths and needs of pupils
6. Set high expectations which inspire, motivate and challenge pupils
7. Promote good progress and outcomes by pupils
8. Demonstrate good subject and curriculum knowledge
9. Participate in arrangements for preparing pupils for external tests
10. Take part in the school's appraisal procedures
11. Take part in further training and development in order to improve own teaching
12. Take part in the appraisal and professional development of others, where appropriate

Whole-school organisation, strategy and development

1. Support the aims, ethos and expectations of the school.
2. Actively participate in staff training and seek appropriate training opportunities to develop self.
3. Attend team and staff meetings.
4. Collaborate and work with colleagues and other relevant professionals within and beyond the school
5. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values
6. Make a positive contribution to the wider life and ethos of the school
7. Communicate effectively with pupils, parents and carers

Health, safety and discipline

1. Promote the safety and wellbeing of pupils
2. Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Personal and professional conduct

1. Uphold the school's code of conduct.
2. Ensure that all required deadlines are met on time.
3. Ensure that all school expectation and policies are adhered to at all times, seeking clarification if unsure.
4. Represent the school in a positive and professional manner in all interactions with stakeholders and the wider community including through social media
5. Ensure that confidential school information is not released to other members of staff, parents or children unless through authorised channels.
6. Develop effective professional relationships with colleagues
7. Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
8. Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality

9. Understand and act within the statutory frameworks setting out their professional duties and responsibilities
10. Undertake any reasonable additional duties as directed by the Head Teacher.

Safeguarding

1. Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
2. Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
3. Promote the safeguarding of all pupils in the school
4. To share in the school commitment to safeguarding and promoting the welfare of children.
5. To undertake safeguarding training and seek additional information and training as appropriate.