

# Heath School

## SENDCo Recruitment Pack

**Salary:** *MPS/UPS + TLR 2B + 2 SEN points*

**Deadline for Applications:** Monday 16th June 2025.

**Interviews:** Wednesday 25th June 2025.

**Post commences:** Monday 5th January 2026 (Monday 1st September if possible)

**For more info email:** [hr@h3federation.org.uk](mailto:hr@h3federation.org.uk)

## Welcome from the Head of School, Alex Wilson

Thank you for your interest in applying to work at our school. Heath is an inclusive, diverse and aspirational 11-16 Pupil Referral Unit based near Hampstead Heath. We are proud to be a founding partner of the H3 Federation, whose vision is *'to be a place for all to learn and grow'*. We place this at the centre of everything that we do, and we expect our colleagues to model this ethos at all times.



**Ofsted inspection June 2024** found the school to have:

- **Outstanding** behaviour and attitudes
- **Outstanding** leadership and management
- **Outstanding** personal development
- **“Excellent regular training”** and a staff body who **“feel proud and happy to work at the school”** and **“enjoy their development and training and report leaders are considerate of their well-being”**

The students who come to Heath School have faced a number of challenges during their educational lives, with this impacting their engagement with school and sense of self-worth. We view ourselves as an intervention rather than a destination for these students, providing the support for them to reintegrate to mainstream education, or to transition successfully to their post-16 placement.

We recognise that working in a school can be challenging and to deliver our goal, our staff's wellbeing and development needs to be a priority for us. To this end, Heath School currently operates **a model of flexible working whereby all permanent members of staff are entitled to one day of flexible working every three weeks**. Staff are not expected to physically attend the school site on these days.

As part of the H3 Federation, all staff at Heath have access to a broad range of [Professional Development](#) opportunities, so you can feel confident that you can grow and develop with us. If you would like to find out more in advance of applying, please don't hesitate to contact [HR@H3Federation.org.uk](mailto:HR@H3Federation.org.uk) to arrange an informal discussion or visit to the school. We very much look forward to receiving your application.

*Heath School is welcoming and ambitious. We empower every student to flourish*

*Our purpose is to unlock our students' potential and inspire them with a thirst for life*

*We have a rich and versatile curriculum and we believe in every single student*

## Job Description

**Job Title:** SENDCo: Heath School

**Pay Scale:** MPS/UPS + TLR 2B + SEN points

**Contract:** Permanent

**Reporting to:** Assistant Headteacher Quality of Education

### About You:

You are passionate about supporting students to overcome behavioural and educational barriers to succeed in school. You are able to draw on successful past experience of overseeing the strategic direction of special educational needs policy and provision in schools to the benefit of the young people. You are able to build strong relationships with staff and students alike, harnessing these to implement change and drive whole-school improvement. You are keen to work within a Federation that is committed to developing the careers of its staff through a robust model of professional development.

### Job Purpose

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and coordination 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
- The professional judgement of the Head of School and their SLT and the Head of Inclusion will determine the deployment according to the needs of the school
- Implement the 2015 SEN Framework and Code of Practice to secure the best possible provision for students with SEN and children with EHC plans.

### Duties and responsibilities

#### Strategic development of SEN 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
- Make sure the SEN policy is put into practice and its objectives are reflected in the school development plan (SDP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice and share this with staff
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding

more effective

- Lead regular meetings with the SEN Administrator to ensure strategic objectives can be achieved with their support.
- Keep abreast of developments in SEND locally and nationally, using this to inform strategic decisions.
- Build strong relationships with and work closely with colleagues from Camden SEN, other local schools, and across the Federation.

### **Operation of the SEN policy and coordination of provision**

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise 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
- Establish and maintain effective partnerships with external agencies and professionals, ensuring a coordinated approach to meeting the needs of all students with SEN.
- 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, oversee and lead intervention groups for pupils with SEN, and evaluate their effectiveness
- Conduct regular observations of students to assess their progress and inform teaching strategies, ensuring that all students are effectively supported in their learning journey.
- Prepare comprehensive papers and updates for presentation to the Senior Leadership Team, highlighting key developments in student progress, interventions, and overall SEN provision.
- Lead the monitoring and evaluation of SEN provision, analysing data to assess the impact of interventions and identifying areas for further improvement.
- Attend CAF/TAC meetings as necessary
- Attend fortnightly multi-agency meetings

### **Support for pupils**

- Identify a pupil's SEN
- Coordinate 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
- Oversee and ensure Education, Health and Care Needs Assessments are conducted for pupils as and when this is identified being necessary.
- Oversee and ensure the timely conduct of Education, Health and Care Plan annual reviews, coordinating with relevant stakeholders to facilitate a smooth process.
- Communicate regularly with parents/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, 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
- Work as the designated teacher for looked-after children (LAC)

### **Leadership and management**

- Work with the headteacher and governors 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 governing board is required to publish
- Contribute to the SDP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET and other training sessions for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants (TAs) or unqualified teachers (UQs)
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

## Teaching

- Model the school's approach to Quality First Teaching through planning and delivery of lessons
- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations that inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for external tests
- Fully engage with the school's CPD and coaching models

## Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers
- Communicate knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning
- Working alongside other members of staff, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand your role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- Use the school's MIS to record any behaviour incidents each day
- Make phone calls to parents/carers of assigned students each day, recording this through the school's MIS platform.

## Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following

the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy

- Look after children who are upset or have had accidents as per school policy

### Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures
- Engage with the school's CPD package, including meetings and INSET days

### Other areas of responsibility

#### Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school
- Use the school's safeguarding system (MyConcern) to record any safeguarding concerns in line with the school's policy
- Adhere to the school policies and the staff code of conduct.
- Please note, 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 SENDCo will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Head of School or line manager.

#### Person Specification - SENDCo

Category	Essential	Desirable
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>▪ Qualified Teacher Status</li> <li>▪ National award for SEN Coordination, or a willingness to complete within two years</li> <li>▪ Record of excellent classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>• NPQ</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Qualified teacher with at least 4 years' experience</li> <li>• Have experience of teaching in KS3 or KS4</li> <li>• Experience of working with children with a wide range of SEN</li> <li>• Have experience of working successfully and co-operating as a member of a team</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working within Alternative Provision</li> <li>• Teaching experience across the whole Secondary age range 11-16</li> </ul>

	<ul style="list-style-type: none"> <li>• Have experience of leading a team</li> <li>• Have experience of training other teachers and/or introducing SEN initiatives</li> <li>• Have experience of working alongside other teachers in the development of teaching and learning</li> <li>• Have experience of setting targets and monitoring, evaluating and recording progress</li> </ul>	
<b>Skills, knowledge and aptitude</b>	<ul style="list-style-type: none"> <li>• Evidence of a commitment to own professional development</li> <li>• Excellent classroom delivery</li> <li>• Present and communicate clearly to a variety of audiences</li> <li>• ICT competence to support teaching and learning.</li> <li>• Good administrative and organisational skills.</li> <li>• The ability to work flexibly, cooperatively and collaboratively.</li> <li>• Evidence of a good record of attendance and punctuality</li> <li>• Ability to lead and manage a team of colleagues</li> <li>• Understanding of the SEN Framework and Code of Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the use of AI to promote efficient ways of working</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Ability to establish inclusive, respectful, supportive and constructive relationships with young people and colleagues</li> <li>• Ability to address challenging issues with clarity of purpose and diplomacy</li> <li>• Knowledgeable and highly competent</li> <li>• Approachable and empathetic</li> <li>• Open minded and positive</li> <li>• Clear sighted and determined</li> <li>• Organised and resourceful</li> <li>• Committed and resilient</li> <li>• Commitment to the protection and safeguarding of children and young people.</li> </ul>	

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*H<sup>3</sup> is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. This post will be subject to an enhanced DBS disclosure and online vetting check.*