



# Application Pack

**SENDCo**



**A SCHOOL TO BE PROUD OF**



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# Miss S. Asquith - Headteacher

At Ashton, we are incredibly proud of our school and its successes. We make no secret of striving for excellence in every aspect of school life for all our students. Our school motto declares that we are "A School to be Proud of" and this underpins our ethos.

We provide a unique way to give students the opportunities to learn they deserve from 11 to 16, and to equip them with the attitudes, skills and knowledge that they will need to lead successful lives. We want our students to have ambition and aspirations, to stretch themselves and to reach further than they ever thought possible, we have a student-centred approach to all that we do, which ensures that students are placed at the very heart of the decisions we make and the actions we take.

We expect all our students to succeed both academically and socially and we support them in this journey so that they can take their place in adult life well prepared.

We place particular emphasis on members of the school community being part of the school family. With over 800 students on roll, we are relatively small, which allows us to get to know our students very well, to focus on their individual needs and work in real partnership with parents and carers.



# Our Vision

At Ashton, we are resolute in wanting the best for every child. We hold high standards and expectations for all, from all, underpinned by a no-excuses mindset. We believe that every student deserves to feel valued, supported, and inspired to attend school and engage with what is offered every day.

We aim to create a supportive and challenging environment where every individual can aspire, enjoy, and achieve. We are committed to fostering a culture where students want to be present—where attendance is not only expected but encouraged through meaningful relationships, engaging learning experiences, and recognition of effort and success.

Our staff lead by example, demonstrating passion for their subjects and dedication to the school community. We support this with high-quality professional development which ensures all our staff stay at the forefront of research informed practice.

We are a “School to be proud of,” and our ethos—built around creating an acronym from the word **PROUD**—reflects our belief that every member of our school family plays a vital role in our collective success. We work closely with parents, carers, and families to ensure that the interests of the child are at the heart of everything we do. PROUD gives us a strong set of values and lays a solid foundation for life as well as school.

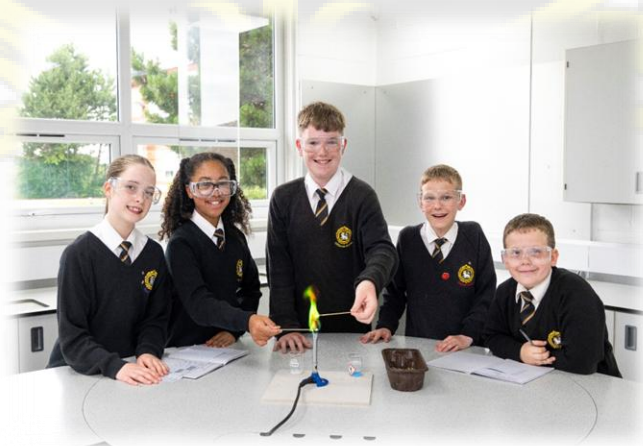
- **P** - Punctual
- **R** - Responsible
- **O** - Organised
- **U** - Uniform
- **D** - Determined

# Our Values

We are developing students who understand their responsibilities within the school, local, and wider communities, and who are motivated to make a positive contribution. Our PROUD ethos provides a moral compass for both students and staff:

To help this we have developed the following guiding principles to achieve our vision--

- Our environment must be inclusive. Students must feel safe, supported and motivated to attend. This is our number one priority.
- We work in close partnership with parents, carers, and families.
- We insist on mutual respect and the highest standards of behaviour.
- We have a relentless pursuit of excellence in teaching and learning.
- We offer a rich curriculum and a wide range of extra-curricular opportunities.
- We celebrate attendance, effort, and achievement to build confidence and pride.
- We believe in continuous improvement for both staff and students.
- We value examination performance and personal growth equally.
- We promote collaboration and teamwork at every level.
- We believe raising capability is the key to future success.



# How to apply

To apply for the position at Ashton Community Science College, you would:

Go to our "[Job Vacancies](#)" page and download the appropriate application form (there are separate forms for teaching and non-teaching (support) roles.)

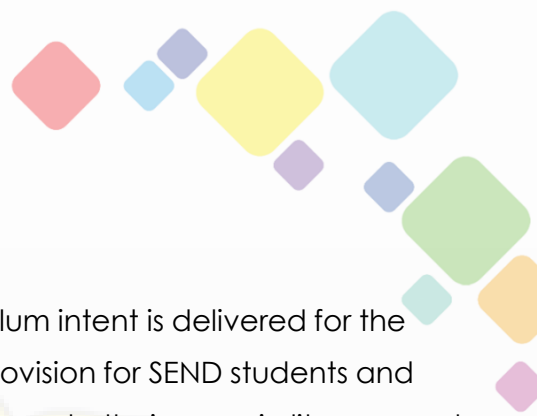
Complete the form carefully, following any guidance notes included, and make sure any required background-checks documentation (e.g. DBS, right-to-work) is prepared.

Submit your completed application electronically, (via an email address provided in the vacancy posting). If included, attach any additional documents requested (such as a cover letter, references or evidence of qualifications).

## **POINTS TO BEAR IN MIND BEFORE YOU START**

- Look carefully at the job description and application form. Ask yourself why you are interested in the job. Don't copy the same application for a series of jobs.
- Read the Person Specification carefully. This outlines the type and range of skills/experience etc. that we would like the candidate to possess or have the potential to develop.
- Try to complete the form in a concise, well organised and positive way.
- Please use the application form provided, continuing on a separate sheet if necessary. Please do not send standard details of your own, i.e. in the form of a curriculum vitae, unless specified in the advertisement.
- Please remember to complete the Monitoring Job Applicants Form as this is essential for the County Council to determine whether its Equal Opportunities Policy is working with regard to employment.

# About the role



## SENDCo

The SENDCo is vitally important in ensuring that our curriculum intent is delivered for the benefit of our SEND students by leading and managing provision for SEND students and those who require intervention at both key stages to catch up to their peers in literacy and numeracy. We believe that the curriculum should be inclusive of all abilities but that the curriculum offer for SEND students may need to be adapted, so we seek a SENDCo who is as passionate about delivering an appropriate curriculum as we are.

Furthermore, we believe that determination, resilience and self-discipline – encapsulated in our PROUD values - are crucial in promoting attitudes to learning that will enable our students to confidently enter life beyond school.

If you are interested in becoming part of our team and helping us to continue our drive for further success, then we would be pleased to hear from you.

We are seeking to appoint an enthusiastic, skilled and ambitious leader into the role of SENDCo. Our new SENDCo will be expected to strategically lead and manage our SEND provisions, to promote inclusion and ensure high levels of progress and development of all students with SEND in line with the national curriculum, SEND Codes of Practice and school policies and procedures.

The ideal candidate will be an inspirational teacher and a skilled leader with an established track record of raising standards. They will have the SENDCo qualification, excellent leadership and management skills, the ability to work as part of a team, and a commitment to raising student achievement; encouraging students to meet their full potential. The post holder will be accountable for student progress and achievement for those with SEND and those who are involved in catch up provision, and will be expected to monitor, evaluate and support students to achieve their targets, whilst ensuring the necessary support is in place to meet their needs.

# About the role

## SENDCo

In appointing to this position, we are looking for a well-qualified colleague who has:

- A clear vision for SEND education and the ability to communicate this effectively to staff, students and parents;
- A dynamic, innovative and creative approach with excellent interpersonal skills;
- The learner at the centre of their vision;
- Excellent classroom-based practice;
- Dedication to the value and importance of education, providing opportunity for all;
- The ability to inspire, challenge, motivate and empower young people to achieve excellence;
- An absolute commitment to achieving the very highest of standards at Ashton Community Science College.

Applicants are required to be well-organised, inspirational in their teaching, and strong and confident in their leadership, with a passion for education and the support for learners to achieve their full potential. You will be able to work independently and in liaison with other colleagues in order to create a high level of challenge for a range of learners in every lesson.

The SENDCo will be responsible for reviewing and developing intervention strategies to support best practice in the classroom. The successful candidate will be someone who can inspire a small team of specialist staff, teaching assistants and other professionals to make a positive difference to the lives of all students with SEND, providing them with the level of support and challenge that will see them achieve their full potential.

Working at Ashton Community Science College is a highly rewarding experience due to our strong team ethos. Further information about the school and an application form can be obtained from our website.

The closing date for the receipt of applications is Wednesday 4th February at 9am; please email your completed form to [hr@ashtoncsc.com](mailto:hr@ashtoncsc.com)

Interviews will take place in the week beginning Monday 23<sup>rd</sup> February 2026

We welcome visits to the school prior to submitting an application. Please contact Carole Taylor on 01772 513002 to arrange an informal conversation with Mrs Parker our SENDCo.

# Job Description



**Post: SENDCo**

**Reporting to: Line Manager as designated by the Headteacher**

**Responsible for: - All Teaching Staff (including TLR holders and other relevant personnel within the faculty)**

**Working Hours: 195 days per year – Full time**

**Salary/Grade: L7 – L12**

## Overview of Role

### **Purpose of the Post: Main duties and responsibilities**

This is an important extended senior leadership post; the postholder is responsible for the outcomes of all students with SEND. In addition, the postholder will take a lead role in the delivery, monitoring and evaluation of the school's literacy catch up provision, monitoring and evaluation of the numeracy catch up provision and other interventions.

In addition to those professional responsibilities which are common to all teachers in the school, the post holder is accountable for:

- Ensuring that school practice is compliant with the SEND code of practice and other relevant statutory requirements
- Working with the school leadership team to ensure an ethos of inclusion and a culture of high aspirations for students with SEND
- Maintaining the school's SEND profile, ensuring that it is always up to date and is an accurate picture of student SEND across the school
- Providing strategic leadership for the provision for students with SEND across the school to ensure that these students make excellent progress, including catch up provision and intervention
- Preparing and reviewing the information the governing body is required to publish;
- Managing the identification of and effective provision for students with SEND, up to and including statutory assessment;
- Standards of teaching and learning for SEND students across the curriculum and within the intervention and nurture programmes;

- Developing and enhancing the teaching practice of other staff in teaching students with SEND;
- Monitoring and evaluating the quality of provision for students with SEND through a systematic monitoring programme;
- Ensuring that the transition of SEND students from one school to another at any point between Y6-11 supports the learning and welfare of the student;
- Promoting the pupils' inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- Providing regular reports to the Senior Leadership Team and governing body as requested.

### Core Duties

#### Operational/strategic/planning

- To formulate strategic plans for SEND. This includes the completion of an annual Departmental Improvement Plan and SEF which supports the School Improvement Plan and is based on rigorous reviews of curriculum impact
- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in SEND teaching groups and to advise Heads of Department on these for students with SEND across the curriculum;
- The day-to-day management and operation of course provision within SEND, including effective deployment of staff and physical resources to include an agreement with the student and his/her parents on:
  - The adjustments, interventions and support to be put in place
  - The expected impact on the pupil's progress, development or behaviour
  - A date for review.
- The co-ordination of identification and support from SEND support to Full Assessment as specified in the 'Code of Practice' including referral for Statutory Assessment when deemed necessary;
- To oversee and implement school policies and procedures relating to SEND e.g. Equal Opportunities, Health and Safety;
- To ensure that the school does not discriminate for a reason arising in consequence of a child or young person's disability (Equality Act 2010);
- To keep up-to-date with national SEND requirements

### 2. Curriculum provision

- To work with colleagues to ensure that quality first teaching strategies are embedded in teaching and learning for SEND students across the school and that strategies on SEND student profiles are being used as part of the lesson planning process and are integral to teaching and learning.
- To work with heads of faculty and departments to monitor, evaluate and review the quality of teaching and learning across the school with regard to SEND students and those requiring additional support to catch up.
- To work with the Deputy Head (curriculum) to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum for students with SEND;
- To be accountable for ensuring that statutory requirements relating to modification of the curriculum or disapplication are adhered to; this includes the organising of exam concessions and appropriate testing;
- To maintain an up-to-date provision map of SEND support.
- To maintain the SEND register in school and ensure it is accurate at all times for census purposes;
- To support and provide guidance and training for teachers who are responsible and accountable for the progress and development of the students who access support from learning support assistants or specialist staff in their classroom

### 3. Curriculum development

- To lead on developing the provision and delivery of an appropriate curriculum for students with SEND, reviewing it regularly in the light of school and national policies;
- To advise subject teachers on curriculum adaptation and differentiation, including providing CPD where appropriate;
- To be responsible for the selection of appropriate examination syllabuses, ensuring appropriate coverage and providing the examination officer with appropriate information when requested.

### 4. Staff

- To build an effective team and motivate staff to ensure effective working relations and delivery of the curriculum;
- To be responsible for the performance of staff in the department in line with the appraisal policy;
- To participate in the school's ITT and NQT induction programmes;
- To be responsible for the day-to-day management and induction of teaching and support staff within SEND department;
- To make appropriate arrangements for classes when support staff are absent;

### 5. Quality assurance

- To ensure the effective operation of quality assurance systems;
- To ensure challenging targets are set and all staff are working towards their achievement;
- To establish common standards of practice within the department and to develop the effectiveness of teaching and learning styles;
- To monitor, evaluate and review the work of the staff and the department as a whole in line with the school Policy; this to include evaluation against quality standards and performance criteria
- To seek/implement improvements where departmental or whole school analyses indicate need for development.

### 6. Management information

- To ensure that all members of the department are familiar with the aims, objectives and policies of the school and department;
- To ensure effective communication/consultation as appropriate with staff, parents and students;
- To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies;
- To represent the view and interests of the department;
- To contribute to the promotion of the school and the department where necessary, including open days and evenings, community events, local and national press etc.;
- Liaising as appropriate with outside agencies to ensure support for students with SEN;
- Liaising with and providing information to parents of SEND students on a regular basis;

## Core Duties

### 7. Communication and marketing

- To ensure effective communication/consultation as appropriate with staff, parents and students;
- To liaise with partner schools, local authority officers, education psychologists, higher education, industry, examination boards, awarding bodies and other relevant external bodies;
- To represent the view and interests of the department.
- To contribute to the promotion of the school and the department where necessary, including open days and evenings, parent's evenings, community events, local and national press etc.
- Liaising as appropriate with outside agencies to ensure support for students with SEN;
- Liaising with and providing information to parents of SEND students on a regular basis, including chairing annual reviews

### 8. Management of resources

- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; this includes deploying the departmental budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- To work with the Deputy Head curriculum to ensure the department's teaching commitments are effectively and efficiently timetabled and roomed.
- Maintain oversight and further development of The Hive (the SEND base), ensuring it sustains its position as a place of learning, security and nurture for SEND, vulnerable and self-referring students.

### 9. Students

- To monitor and support the overall progress and development of students within the subject area;
- To ensure that IEPs are effectively written and regularly monitored for all SEND students;
- To ensure that the behaviour management system is implemented consistently in the department so that effective learning can take place, and to follow up as per school policy;

## Core Duties

### 10. Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To teach students according to their educational needs,
- To assess, record and report on the attendance, progress development and attainment of students and to keep such records as are required.

## Other Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example.
- To undertake any other duties as specified by the STPCB not mentioned in the above.
- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- To take responsibility for own professional development as agreed;
- To engage actively in the performance review (Appraisal) process;
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- Employees will be expected to comply with any reasonable request from a Leader or Manager to undertake work of a similar level that is not specified in this Job Description.

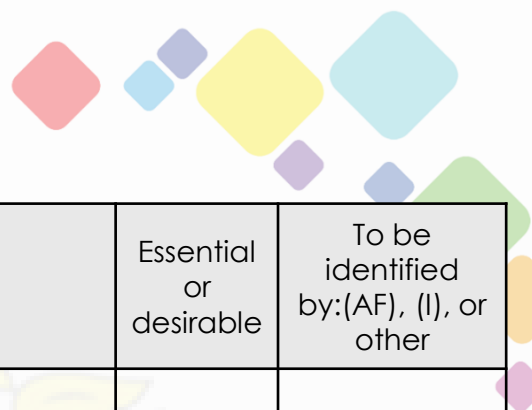
## School Commitments

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

# Person Specification



Requirements (based on the job description)	Essential or desirable	To be identified by:(AF), (I), or other
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>University graduate (Good Honours degree)</li> <li>Postgraduate teaching qualification</li> <li>SENDCo qualification</li> <li>A post-graduate qualification in individual assessment at or equivalent to Level 7</li> </ul>	<p>E E E D</p>	<p>AF/I AF/I AF/I AF/I</p>
<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Knowledge and understanding of national priorities, current curriculum development and an ability to design and implement an innovate curriculum based on students' needs</li> <li>A thorough understanding of quality assurance techniques</li> <li>An appreciation of student motivation</li> <li>An understanding of how professional development contributes to the raising of quality</li> <li>Knowledge of the statutory processes linked to SEND</li> <li>A sound understanding of how to adapt teaching and resources for a range of needs</li> <li>Knowledge of SEND law</li> </ul>	<p>E E E E E E D</p>	<p>AF/I AF/I AF/I AF/I AF/I AF/I AF/I</p>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>SEN experience in a secondary school</li> <li>Evidence of successful teaching experience</li> <li>Evidence of pastoral experience</li> <li>Experience of working with key stakeholders such as parents, health services, local authorities, employers etc</li> <li>Teaching experience in all key stages</li> <li>Evidence of outstanding teaching and learning</li> <li>Ability to teach English and Humanities in KS3</li> </ul>	<p>E E E E D D D</p>	<p>AF/I AF/I AF/I AF/I AF/I AF/I AF/I</p>

<b>Leadership &amp; Management</b>		
• The ability to motivate and inspire staff and students	E	AF/I
• Vision to develop SENCO role	E	AF/I
• The ability to make sound judgements based on objective criteria	E	AF/I
• Ability to manage the process of change effectively and thereby deliver major projects through to a successful outcome by continuously reviewing and evaluating progress#	E	AF/I
• The ability to bring plans to fruition	E	AF/I
• Ability to analyse and interpret student data and set challenging targets	E	AF/I
• The ability to effectively use ICT as a management and communication tool	E	AF/I
• Excellent verbal and written communication skills	E	AF/I

<b>Personal Qualities</b>		
• An enthusiastic approach to leadership and management	E	I
• A willingness to learn and develop new skills	E	I
• A desire to make a difference to the lives of young people	E	I
• To work proactively within the ethos of the school	E	I
• An excellent attendance record	E	I

**We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.**

**14<sup>th</sup> January 2026**