

SENDCo

Information Pack
[March 2025]

SENDCo

Start date:	September 2025 (or sooner if possible)
Closing date:	Monday 24 th March 8.00am
Shortlisting date:	Monday 24 th March
Interview date:	Thursday 3rd April
Salary Range:	Leadership L3-L7 £52,301 - £57,831

Dear Applicant

Thank you for showing an interest in the post of SENDCo.

Kingsdown School has so much to offer new colleagues which includes a fantastic learning environment, ambitious and aspirational students with high standards of behaviour and the opportunity to work with incredibly talented teachers, leaders and professional support staff.

In January 2020 we had our last Ofsted in which we were judged to be GOOD in every category. In the August before this our Year 11 results saw the school ranked in the top 2% for the most improved schools for their Progress 8.

Across every team in the school - Teaching, Business Support, Front Office, Inclusion, Pastoral, Governors, Middle and Senior Leaders, we are all extremely proud of what we have achieved in the last 5 years for our students, and they too are exceptionally proud of their school. Do take a moment to read the opening paragraphs from our Ofsted Report from the link [here](#). Additionally, click [here](#) to review our latest brochure which shows you the Kingsdown BEATs across every aspect of the school.

Over the last three years Kingsdown School has become the school of choice in Swindon. So much so that we are now oversubscribed in our current Year 7, 8 and 9. This pattern is set to continue for this next year hence we are looking for a creative, inspiring, ambitious and outstanding new colleague to join our team.

Swindon & Kingsdown:

Kingsdown is an 11 to 16, mixed and non-selective school of 1013 students. We have close to 30% who are DA and 22% who are SEND. We have an SRP for Autism with a provision for 15 students.

We are proud to serve our community. Our parents work with and in partnership with us. On the whole, our students come from Stratton, Penhill & Pinehurst. Our students deserve the best possible education and start in life and our mission statement is that we "champion each and every student". If this truly motivates you - please read on.

For those relocating - 5 great facts about Swindon [besides Kingsdown]

- Areas of natural beauty on our doorstep and close links to many cities
- Excellent rail and road networks
- Housing opportunities at an affordable price
- Low unemployment
- Leisure industry that engages all ages as well as £10 million project for the development of our town - the arts, sports and recreation

What are we looking for in our new SENDCo:

We are looking for an intelligent, hardworking, creative, ambitious and well researched professional with experience of Secondary teaching and working with Secondary students with SEND to complement the Team's current expertise. This is an additional SENDCo role, to add capacity and expertise to our Inclusion team, who are also supported by another SENDCo

www.kingsdownschool.co.uk

We champion each and every student

and a Deputy SENDCo. We are looking for someone who has the skill to line manage colleagues exceptionally well, and to lead, motivate and inspire staff and students.

You will learn more about our Wheel of Excellence from our website and when you visit. Do please take a look at our website kingsdownschool.co.uk.

What will and can we offer you:

By joining our Kingsdown family you will join a team who genuinely cares and champions each and every student and each and every member of the Kingsdown team.

At Kingsdown, we know that staff and students thrive in a 'healthy work culture' and the wellbeing of staff and student outcomes is inextricably linked. We are committed to providing the best working and learning environment for all. The RLT has a staff charter and strong values, we uphold these values and commitments, and further build on these with our Wellbeing Strategy.

One of the core values of the RLT is that 'everyone is learning' and at Kingsdown we ensure each person has the personalised CPLD that they deserve. We do this through a variety of programmes, including our Restless Teacher Programme that allows all staff to take a lead on their own professional development, with the support of colleagues within the school. We are also very excited to be launching our coaching model this year, to allow staff the opportunity to be coached and develop their teaching practice further, whatever stage of their career they are in. High quality CPLD and training are an integral part of our meeting schedule and time is given to curriculum teams to collaborate and learn from each other. Alongside this we have a personalised induction programme that allows for new staff members to join us feeling supported and welcomed from day one.

Education has the power to change lives, communities and society for the better. At RLT we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone. Schools in RLT are united by a common belief in the benefits of working together, and by our commitment to shared principles.

OUR VISION is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

OUR 'WHY?' is that children and young people 'only get one go' in school and therefore as part of RLT we aim to ensure the best possible 'go' for our pupils.

OUR 'HOW?' is through the highest support and challenge for our schools and each other, underpinned by our principles.

Our employees benefit from a wide variety of support including extensive continuing professional learning and development opportunities, wellbeing and staff networks and access to Defined Benefit Pension Schemes (TPS and LGPS) for all staff. For more information on what it is like to work for the Trust, and the benefits you could access, please see our "[Working in RLT](#)" guide.

This role includes regulated activity relevant to children.

Where next? If you:

- believe that all students can achieve regardless of their background and postcode
- enjoy the challenge and reward of taking a school from Good to World Class,
- feel that you have the skills and qualities to accelerate student progress, aspirations and self-belief, and
- are truly committed to making a difference especially in Swindon and SN2

.... then this role could be ideal for you and I would very much like to hear from you and talk more.

www.kingsdownschool.co.uk

We champion each and every student

In the meantime, I thank you for taking the time to read about Kingsdown School and look forward to hearing from you and hopefully meeting you soon.

With best wishes



Emma Leigh-Bennett
Headteacher

The River Learning Trust and Kingsdown School are committed to safeguarding and promoting the welfare of all children and preventing extremism. The Trust is required to conduct a variety of checks and online searches about you as part of their recruitment process in accordance with Keeping Children Safe in Education guidance. It is an offence to apply for certain roles within schools if you are barred from engaging in regulated activity relevant to children.

For all RLT Safer Recruitment Documentation candidates should click on the following link [RLT Safer Recruitment Documents for Candidates](#)

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. For further guidance for applicants click on this link [List of offences that are not filtered](#)

Job Description:	
Post Title	SENDCo
Salary Range	Leadership Pay Scale L3 -L7
Purpose of the Post	Responsible to: Deputy Headteacher The purpose of the role is to ensure all SEND students are able to access the full range of learning opportunities, experiences and the curriculum on offer at Kingsdown School and to identify and intervene where barriers emerge and remove them. The post holder will be responsible for co-ordinating the provision of SEND students across the school to ensure that all students regardless of their specific circumstances; starting points or individual needs are able to achieve their potential.
Key Responsibilities	Strategic Leadership and Management: • To contribute to building and implementing the shared vision and whole school strategy for Inclusion and SEND throughout our school. • To lead the planning development and implementation of the school improvement plan and its objectives to support SEND students • To develop staff and build capacity within school to enable the highest quality provision for SEND students • To be accountable for the continuing effective work for all staff for whom the post holder is responsible • To report to the Deputy Headteacher • Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively • Make sure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements • To monitor the accuracy of the High Needs funding received by the school, making swift applications as appropriate Significant Contributions to the collaborative work of the Leadership Team • To contribute to the school self-evaluation and school improvement planning • To contribute to policy discussions and decisions on curriculum, assessment, pastoral management, staffing and other matters • To be informed about national policy, education research and evidenced-based practice • Be a champion and ambassador for all SEND students and parents Staff management and development • Ensuring that all ESC's are 'empowered and inspired' to reach their potential and work to their optimum • To contribute to and lead relevant school CPLD • To monitor, renew and quality assure the areas specified in the individual's role, and respond in a structured way to identified needs • Ensuring that all interventions are well resourced and planned and secure impact and progress • To lead on team recruitment and induction • To line manage and professionally develop relevant staff
Key Responsibilities (continued)	

**Key
Responsibilities
(continued)**
Other Responsibilities

- To develop and promote policies and procedures that ensure that the school's culture is reflected in every aspect of the school's work
- To be a visible leader, with accessible presence in and around school and the wider community
- To be an exemplary role model in championing each and every student
- To build highly effective and respectful relationships with our stakeholders – students, colleagues, parents, primary partners, Governors, external agencies and the local community
- To comply fully with the school's Health and Safety policy
- To teach a reduced timetable and open up your classroom for others to see your outstanding practice
- To contribute to our weekly Enrichment programme
- To cover duties as directed
- Any other duties that might reasonably be required of a SENDCo

Specific Areas of Responsibility
To act as the school SENDCo

- To lead the strategic development of the SEND policy and provision in the school
- To provide strategic leadership and vision for the SEND and Inclusion Team
- To be responsible for the line-management and co-ordination of specialist teaching staff and our Education Support Champions and so ensure that specialist staff are deployed most effectively to support student learning
- To develop partnerships with other educational establishments, external agencies, and the wider community in order to enhance the curriculum offer for SEND students
- To support with the strategic development of the SRP – attendance, attainment and attitudes to learning as well as post 16 provision.
- To contribute to the strategic development of our Inclusion team.
- To lead and manage SEND in accordance with the published SEND policy, regulations and SEN Code of Practice
- To monitor and maintain the SEND register, ensuring that the names and needs of students are communicated to staff and an up-to-date version is maintained on our MIS, regularly reviewing the referral process that supports students going onto and coming off of the register
- To complete, monitor and review EHC plans and the objectives
- To ensure that the progress of SEND students is monitored (through the use of data) and sustained through a planned programme of interventions
- To ensure that Access Arrangements for students, including a clear procedure for identifying and testing students is in place
- To be responsible for the day-to-day management, control and operation of the SEN department, including effective deployment of staff and other resources
- To compile and communicate the annual SEND report to governors and other reports as statutorily required, and contribute with other relevant reports, for example safeguarding and Headteacher report. .
- To ensure that the SEND report on the school website is regularly updated reflecting current practice in the school
- To contribute to all stakeholder communication, including Team and parents, and relevant areas on the school website and parent portal
- To ensure that all statutory legal work is completed
- To lead the Annual Review Process and secure high quality parent engagement

- Advising on the [graduated approach](#) to providing SEN support and being aware of the services that the LA provides under the 'local offer'

Improving the Progress and Attainment of our SEND students

- To support in ensuring that Quality First Teaching is taking place in lessons across the school and support teaching staff in meeting the needs of SEND students
- To provide a range of opportunities for SEND students to work in teams and groups and to further develop confidence and independence in preparation for employment in adult life
- To review progress data and attainment data after every data capture for Hubs and whole school assessments and identify further interventions required to close gaps
- To promote and build highly effective relationships with our parents and our primary school partners
- To promote extra-curricular activities and out of hours learning which enhance learning opportunities
- To support on the development of the PD Curriculum for SEND students and support with its implementation
- To lead CPD groups of staff/whole staff to develop effective strategies to improve the achievement of SEND students
- To ensure that appropriate, ambitious, and challenging targets are set for students and are monitored effectively
- To monitor and support student progress, developing strategies to raise standards of student attainment and achievement for specific cohorts of students including those with SEND
- To have strategic oversight of the SEND KS2 – KS3 transition process
- To maintain up to date and innovative practice, attending local, trust and wider training and networking meetings as required.

Curriculum and Alternative Provision

- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for our SEND students
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for our students in our SRP
- To co-ordinate alternative provision is in place to meet the needs of those students who may need a tailored/bespoke curriculum
- To ensure that quality assurance and safeguarding procedures are in place for any students that are undertaking alternative provision
- To ensure that our Provision Mapping is up to date and accurate and is used effectively to meet the needs of students
- To train teachers on differentiated teaching methods for pupils with SEN

Safeguarding

- To work in partnership with our Safeguarding Team to support our SEND students

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

Person Specification – SENDCo

PLEASE NOTE: The Selection Panel will use the criteria below to shortlist. Only those applicants who demonstrate that they meet all the essential criteria to the Panel's satisfaction will be invited to interview.

***A** – Application form/supporting statement **I** – Interview **R** – Reference

Selection Criteria	Essential or Desirable	How Assessed
Education/ Qualifications & Professional Development		
Degree or equivalent qualification	E	A
Qualified teacher and a proven track record of outstanding teaching	E	A
SENDCo Qualification (if not already obtained this would have to be completed on appointment)	D	A
Evidence of continuing professional development including preparation for a senior leadership role	E	A
Leadership and Management		
Successful leadership experience as a middle leader	E	A,I,R
Track record as a successful middle/senior leader who can demonstrate their impact on the outcomes and experience of students	E	A,I,R
Understanding of effective school self-evaluation and the requirements of the inspection framework for schools	E	A,I,R
Ability to develop and implement strategies which drive forward whole school improvement priorities	E	A,I,R
Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes	E	A,I,R
Experience of developing policies and systems that promote the effectiveness of leadership and management practices	E	A,I,R
Ability to direct and co-ordinate the work of others in a professional manner	E	A,I,R
Ability to lead, motivate and inspire staff and students	E	A,I,R
Ability to communicate effectively with, and write reports for, a range of stakeholders, including parents, staff, students, Governors and external agencies	E	A,I,R
Successful experience of developing staff and yourself	E	A,I,R
Experience and knowledge of teaching and learning		
Experience of working as a SENDCo	D	A,I,R
Experience of teaching and working with students with SEND	E	A,I,R
Experience of working as part of a SEND Department	E	A,I,R
Local and national policies, priorities, and statutory frameworks for SEND	E	A,I,R
Outside agency support for SEND learners and how to access this	E	A,I,R

Proven experience as a high performing teacher and who addresses/responds to the needs of students to improve outcomes and achievements	E	A,I,R
Sound understanding of how children learn, how teachers can best teach and how to raise achievement of all students	E	A,I,R
To have a working and current knowledge and understanding of the changing educational system and the curriculum and its relevance to Kingsdown School	E	A,I,R
To understand the effective use of data, assessment and target setting to raise standards/address weaknesses to drive forward school improvement	E	A,I,R
Commitment to a full and enriching curriculum	E	A,I,R
Professional Attributes		
A commitment and personal enthusiasm for the school's mission to 'Champion each and every student'	E	A,I
An understanding of the diverse needs of all students in our school and how these can be best met	E	A,I
Proven track record of helping all students to achieve high standards and to fulfil their potential	E	A,I,R
A leader who expects and supports outstanding classroom practice	E	A,I,R
Ability to maintain the rapidly improving reputation of the school within our community	E	A,I
A desire to engage and work collaboratively with parents, carers and other stakeholders to improve the life chances of our students	E	A,I
Excellent written and oral communication skills	E	A,I,R
Competence in the use of ICT as a management and educational tool – a big fan of Google Classrooms	E	A,I
Personal Qualities		
An outstanding communicator in both written and verbal forms	E	A,I,R
Strongly motivated with personal resilience, persistence and perseverance	E	A,I,R
Ability to prioritise, plan and organise	E	A,I,R
Ability to work under pressure to achieve, to have high expectations, lead by example and meet deadlines	E	A,I,R
Deal sensitively with people and help them to resolve their problems	E	A,I,R
Take firm action where appropriate and the ability to have the challenging conversation	E	A,I,R
Encourage staff learning and development by building on existing strengths within the school	E	A,I,R
Be a positive role model with the ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals	E	A,I,R
Demonstrate a capacity to work with energy and ambition to embed our Kingsdown Beats and the values of The River Learning Trust	E	A,I,R

Have the ability to be flexible to meet the needs of role, for example leading after-school meetings or training, or occasional evening events.	E	I,R
Safeguarding		
Proven commitment to and up to date knowledge of the protection and safeguarding of children	E	I,R
The ability to form and maintain appropriate relationships and personal boundaries with young people	E	I,R
Knowledge and understanding of, and willingness to cooperate and work with relevant agencies to protect students	E	I,R
Proven and demonstrable experience and commitment to promoting positive behaviour and values amongst staff and students and address/respond appropriately to concerns and issues	E	A,I,R