



THE ELLEN WILKINSON SCHOOL
— FOR GIRLS —

SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO) RECRUITMENT INFORMATION

A SPECIALIST COLLEGE FOR
SCIENCE & MATHEMATICS







BACKGROUND

The Ellen Wilkinson School for Girls aims to represent excellence, independence and empowerment in the education of women. The school is fortunate to employ over 200 staff, educate over

1,400 girls, and boast a 5,000m² site.

We are proud to provide a curriculum that is not only challenging and engaging to our students, but also creates the best opportunity for every woman in the school to become independent and confident to face the challenges of a complex and challenging world.

Our curriculum is developed with the interest of every student at its core, with the primary purpose of ensuring they leave with the life skills to reach their potential and lead fulfilling lives. The rich curriculum we offer allows our students to thrive equally in academic and creative disciplines. This is complimented with an extensive range of extra curricular activities which are designed to enhance the students' experience at every level.

We are united with our stakeholders by a strong sense of community and service, for the purpose of ensuring that all of our students make exceptional progress in their own unique ways. We are consistently amongst the top schools for value added; that is to say our students demonstrate amongst the highest rates of growth and

development between the moment they arrive at the school and the time they leave. Of course, our very top students perform exceptionally well and advance on to top universities across the country.

The Ellen Wilkinson girl, by the end of her time at the school, will have achieved outstanding personal success and have developed a genuine love of learning. She will continue her pursuit of education and excellence and will, above all else, leave confident and prepared to play a vital role in society – It is this anchor which underpins all of the work we do individually and collectively as a staff.





THE ROLE SENCO

Post Title:	Special Educational Needs Coordinator (SENCO) Maternity Cover
Report to:	Deputy Head
Salary:	EWS Teacher Pay Scale (MPS/UPS + TLR1B) Full time, Maternity Cover (7 months) January 2027 start
Supervisory Responsibility:	The post holder will be responsible for the deployment and supervision of the work of the teaching assistants, the Deputy SENCO and any other members of the SEN Department.

1. Purpose of the job

- to translate 'The Vision' of the school into a reality for our SEN/D students
- to promote inclusion and raise the standards of student attainment and achievement through the effective support of all students within the SEN/D cohort
- to manage the timetable and calendared events relating to the SEN/D cohort of students
- to work with the SLT to ensure the school meets its statutory SEN obligations and responsibilities under the Equalities Act.
- to exercise a key role in assisting the SLT and governors with the strategic development of SEN/D policy and provision.
- to carry out duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document

2. Job Context

The school welcomes teachers of high professional standards and shares the responsibility with each teacher for continual review and the development of expertise.

All teachers make a valuable contribution to the school's development and, therefore, to the progress of all pupils. They are role models to pupils and -at all times- the values, vision and ethos of the school must be evident in their attitude and behaviour. They treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.



THE ROLE SENCO

They are responsible and accountable for achieving the highest possible standards in work and conduct. They are also responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all. Teachers must be proactive in ensuring the school's Health and Safety Policy and safeguarding of pupils are implemented both on and off school premises and when engaged in authorised school activities elsewhere.

3. Key Tasks

STUDENTS LEARNING

- Establish high levels of expectation of achievement for individual students; monitoring, supporting and evaluating the overall progress and development of students. Use data to ensure that all groups of SEN/D students and all individual SEN/D students are making sound progress through identification, tracking and support
- To model, promote and disseminate good practice in SEN/D teaching across the school
- Liaise with Heads of Department to ensure that appropriate provision and support is in place for SEN/D students
- Ensure that the SEN/D needs and medical needs of students are managed effectively, according to school policy, to maximise learning opportunities for all students
- Take an active role in the school's Leadership Group, including making an active contribution to the School Development Plan and its implementation
- Attend events in the school calendar to act as the main link person between parents/ carers and the school
- Seek opportunities for rewarding and celebrating SEN/D students for all their many successes academic and otherwise, including participating in whole school systems and events
- Lead curriculum development for the whole department, ensuring that courses provide a broad, balanced, relevant and differentiated curriculum to meet the needs of all students studying in the department

LEADERSHIP

- Lead the SEN department creating a positive climate in the school for SEN/D students
- To lead regular training/meetings with teachers and teaching assistants to improve their skills in the most effective teaching approaches for pupils with SEN/D
- To keep up-to-date with current understanding of learning needs and ensure that these are reflected in the school policies and procedures and that all staff understand the needs of SEN pupils
- To develop and maintain robust systems for identifying pupils with SEN/D



THE ROLE SENCO

- Play a key role in developing and maintaining SEN records, strategic assessments and provision mapping, ensuring they are regularly reviewed and updated
- To write individual plans for pupils where appropriate, including medical care plans
- Ensuring that all members of the SEN department work effectively
- To analyse and interpret relevant school, local and national data to ensure EWS policy and practice is effective and resources are being used well
- Link with other post-holders and support staff to ensure that the SEN department fully reflects the School's distinctive ethos and vision
- To deliver and oversee high quality support and interventions for pupils with SEN/D i.e. one to one, small group study support lessons and whole class as appropriate, and regularly evaluate the impact of them
- To contribute to and oversee the exam access assessments and arrangements for SEN/D pupils and ensure that these are employed as the students' usual practice in subject assessments.
- To provide quality assurance of interventions/withdrawal groups to monitor provision and impact
- Contribute to the performance management process both in terms of his/her own performance and also the performance of staff for whom they are responsible
- Take an active part in School recruitment, induction and retention processes
- Foster and encourage vigorous and effective self-evaluation

GUIDANCE AND SUPPORT

- Keep in regular contact with parents of students within the SEN/D cohort to both celebrate success and address concerns
- Provide guidance and support to teachers and students to promote inclusion of SEN/D students
- Liaise with the school's Pastoral Team, Learning Mentors, counsellors, EAL departments and external agencies to ensure appropriate support is in place for students
- Monitor attendance and lateness for the SEND cohort ensuring effective use of the School's management information system to track pupils and provide detailed summaries of issues
- Liaise with the Transition team to ensure a smooth start for the new Year 7 intake and with the Admissions team to ensure a smooth induction for new students
- To liaise with early years providers, other schools, educational psychologists, health and social care professionals and independent and voluntary bodies



THE ROLE SENCO

- To liaise with potential next providers of education, employment or training to ensure that a young person and their parents are informed about options and a smooth transition is planned
- Liaise with outside agencies as appropriate and attend/provide reports when requested e.g. for SENplan
- Provide information and data as required by the school's administration, LEA, OFSTED, DCSF or other relevant bodies
- Oversee a significant whole school issue or initiative, to be negotiated and linked to SEN

GENERAL DUTIES

- Play a full part in the life of the school community, to support its distinctive vision and ethos and to encourage and ensure staff and students follow this example
- Support and promote, with colleagues across the school, the aims and objectives of the school's specialist nature
- Support the provision of wide and varied learning opportunities to enrich and extend the curriculum e.g. visiting speakers, field trips, cross-curricular initiatives, local and national competitions
- Work in partnership with other members of the school community to make sure all pupils make a positive contribution and achieve their potential
- Ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Department are in line with national requirement and are updated where necessary
- Foster effective links with governors, partner schools, higher education, Industry, alternative provision providers, Examination Boards, Awarding Bodies and other relevant external bodies. Visit such bodies as required
- Contribute to liaison, information and marketing activities e.g. the collection of material for newsletters and the website
- Carry out the duties at all times with an emphasis on the principles of Equal Opportunities
- Work closely with all staff in the school including support staff and SLT

This is a Job Description only and is not necessarily a comprehensive definition of the post. It sets out the duties of the post at the time it was drawn up and should be seen as describing in more detail aspects of the duties set out in the Education Act (School Teachers' Pay and Conditions of Employment) Order 1987 Schedule 3.

The Head of the School may vary the duties from time to time without changing their general character or the level of responsibility entailed. Any modification or amendment will be made after consultation with the holder of the post .



THE PERSON SPECIFICATION

Please make sure, when completing your application form, that you give clear examples of how you meet the criteria.

Essential Qualification Criteria

1. All applicants must:
2. Be deemed suitable to work with children
3. Be qualified to degree level or above
4. Be eligible to teach in the UK
5. Be eligible to the right to work in the UK
6. Have a good command of spoken and written Standard English.
7. National Award for Special Educational Needs Co-ordination (within three years of appointment)
8. A Diploma in SpLD or similar, or willingness to gain such a qualification.

Experience:

9. Teaching/training at secondary school level
10. Working/training in a multicultural environment
11. Experience and appropriate training in teaching pupils with special educational needs.
12. Ability to teach a mainstream subject, at least to KS4, across the age and ability range as required.

Knowledge:

13. Knowledge of equal opportunities issues and their implications for teaching pupils with SEN/D and an understanding of, and commitment to, equality across the curriculum and to high achievement of pupils.
14. Knowledge of current legislation and current approaches to the teaching of pupils with SEN/D. This includes a detailed knowledge of the SEN Code of Practice (2014) and its implementation
15. Have in depth knowledge of main teaching subject
16. Have up-to-date knowledge of current educational developments in relation to that subject at whole school level
17. Have awareness of current approaches and teaching strategies in main subject and any other subject offered
18. Be vigilant regarding Safeguarding

Skills:

19. Ability to engender enthusiasm for the teaching subject(s) and motivating pupils through setting purposeful work
20. Ability to encourage learners to develop self-esteem. To keep themselves and others safe and to have respect for others
21. Ability to plan and deliver high quality lessons, evaluate the impact of these and develop future planning accordingly

A young girl with brown hair in a ponytail, wearing a maroon school sweater over a white collared shirt, is sitting at a desk and writing in a notebook with a pencil. She is smiling slightly. In the background, another student in a similar uniform is blurred, also working. The desk is cluttered with school supplies like pens, pencils, and a pencil case.

THE PERSON SPECIFICATION

- 22. Ability to promote high standards of achievement in work and behaviour
- 23. Ability to teach across the whole ability and age range of the school
- 24. Show a clear grasp of Assessment, Recording and Reporting (including target setting)
- 25. Ability to use new technology to support both the curriculum and organisation
- 26. Ability to monitor and evaluate teaching and learning and act upon the outcomes, including data analysis
- 27. Ability to assess the needs of individuals to inform lesson planning
- 28. Ability to prioritise, pay meticulous attention to detail, work under pressure and meet strict deadlines

Qualities:

- 29. To show willingness (and/ or experience of) to foster good relationships with all the school's stakeholders
- 30. To demonstrate commitment to team work and collaboration
- 31. To be hardworking, determined and conscientious
- 32. To be a reflective practitioner, able to self-evaluate and develop professionally

Our school is committed to safeguarding and promoting the welfare of the children and expects all staff to share this commitment



LIVING AND WORKING IN EALING

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TRANSPORT

Tube: The school is a very short walking distance from West Acton Station (Central Line Zone 3) and North Ealing Station (Piccadilly Line Zone 3), offering very short travel times to and from the West End and Westfield Shopping Centre.

Rail: The Elizabeth Line connects you from Ealing Broadway to Paddington in 15 minutes, to Heathrow Airport in 30 minutes and to Reading in 50 minutes.

Bus: Ealing is served by an impressive number of bus routes, including the 65 (to Kingston), 483 (to Harrow) and 297 (to Willesden).

Cycle: Proposals to build a Cycle Superhighway between Tower Hill and Acton could make life even easier for Ealing cyclists, who currently enjoy a 40 minute cycle to Hammersmith.

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CULTURE AND AMENITIES

Popular restaurants and bars include The Grapevine, The Grange, and Meadow Restaurant, historically winning the Good Food Guide Readers' London Restaurant of the Year.

The borough enjoys its very own Blues, Jazz, Comedy and Beer festivals throughout the year.

Savvy shoppers in the area go to Ealing Broadway Shopping Centre which has most high street chains and just a little further away, to Westfield Shopping Centre.

The Pitshanger Bookshop is an Ealing institution and the independent store has been helping locals pick out their next must read for almost 20 years.

Ealing continues to prove itself as a perfect mix of green suburban charm and urban convenience and accessibility.



HOW TO APPLY

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he Ellen Wilkinson School for Girls seeks to appoint a **SENCO for a maternity cover** to contribute towards the vision and effectiveness of a dedicated and successful school.

Closing date for applications is on **Friday 18th September 2026 at 12 noon.**

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Successful applicants will be subject to an enhanced DBS check and medical questionnaire.

Applications should be submitted to the office, via email, in the post or in person at:

HR Administrator
The Ellen Wilkinson School for Girls
Queens Drive
London
W3 0HW

hr@ellenwilkinson.ealing.sch.uk

www.ellenwilkinson.ealing.sch.uk/1321/vacancies



THE ELLEN WILKINSON SCHOOL
FOR GIRLS

QUEENS DRIVE, LONDON W3 0HW
0208 752 1525 | WWW.ELLENWILKINSON.EALING.SCH.UK



INSPIRING
PASSIONATE
NURTURING
SUCCESSFUL
CREATIVE

A SPECIALIST COLLEGE FOR SCIENCE AND MATHEMATICS

The Ellen Wilkinson School for Girls is a high achieving, creative and vibrant school superbly located in the heart of Ealing, where girls receive the encouragement and support to become successful, determined and confident young women.

This year, the school achieved outstanding GCSE & A Level results

SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO) FULL-TIME, MATERNITY COVER (7 MONTHS) JANUARY 2027 START SALARY : MPS/UPS + TLR 1B

We are seeking to recruit an outstanding and motivated SENCO to contribute towards the vision and effectiveness of a dedicated and successful department. You will join a team of ambitious teaching professionals committed to offering a stimulating and innovative curriculum and providing a consistently exceptional education for all girls at the school. The new post-holder would experience fantastic professional development at a time of exciting growth throughout the school.

We are looking for someone who:

- Is a creative, imaginative, innovative and experimental classroom practitioner
- Is committed to further professional development
- Is emotionally intelligent, embraces a growth mind set and is driven towards improvement

The Closing Date for the post is on Friday 18th September 2026 at 12 noon.

Recruitment Pack and Application Forms can be obtained from

www.ellenwilkinson.ealing.sch.uk/1321/vacancies

Our school is committed to safeguarding and promoting the welfare of the children and expects all staff to share this commitment.