



# Heritage School Candidate Briefing

Special Educational Needs Coordinator (SENCO) (Part-time, 50%, potentially 30%)

## About Us

Heritage School is an independent co-educational day school for pupils aged 4-16, housed in attractive Victorian buildings in central Cambridge. It was founded in 2007 and is inspired by the work of British Christian educational reformer Charlotte Mason (1842-1923). Heritage School is single form entry, with about 200 pupils in total and with class sizes of 16-20 pupils.

## Learn More

Applicants should spend time familiarising themselves with the vision and values of Heritage School by reading through our website, paying particular attention to the *About Us* and *Media* pages.

## Suggested Reading

To learn more about our vision and values, applicants may wish to read *For the Children's Sake* by Susan Schaeffer-Macaulay, and a selection of chapters from Charlotte Mason's writings, such as:

- *Towards a Philosophy of Education:*  
[Chapter 2, 'Children are Born Persons'](#)  
[Chapter 6, 'Three Instruments of Education'](#)
- *School Education:*  
[Chapter 14, 'A Master-Thought'](#)

We are looking for candidates who are practising Christians and who have a strong sympathy with what Heritage School is trying to achieve for its pupils.

# Job Description

**Job title:** Special Educational Needs Coordinator (SENCO)

**Salary:** £14,982 - £24,658 depending on experience and pension choice (FTE £29,964 - £49,317), prior to wage inflation awarded by Trustees in September of each year

**Pension scheme:** Auto-enrolment in the TPS (a defined benefit scheme) unless you chose to opt-out and be auto-enrolled in APTIS (a defined contribution scheme). The candidate's pension choice will affect which payscale is used. Further information is available on request.

**Working days and hours:** Part-time (50%) spread over 3 or 4 days per week. There is flexibility as to which days of the week the SENCO needs to be in school. Some working from home is possible.

(It may be possible for the SENCO role to be 30% if we are able to appoint an Assistant SENCO who would work under the SENCO's direction for one day per week (20%). Applicants interested in either the smaller SENCO role or the Assistant SENCO role should make that clear in their application.)

**Contract type:** Permanent after a probationary period

**GOR Status:** Adherence to the Christian faith is a Genuine Occupational Requirement for this position

**Reporting to:** Deputy Head

**Start date:** 1<sup>st</sup> September 2025 (Note: The successful candidate would be expected to attend an induction meeting planned for the morning of Friday 29<sup>th</sup> August.)

**Closing date for applications:** 9.00am, Wednesday 30<sup>th</sup> April 2025

**Interviews:** Monday 12<sup>th</sup> or Tuesday 13<sup>th</sup> May 2025



# Duties and Responsibilities

## Overview

- Oversee the special educational needs and disabilities (SEND) provision in the school in keeping with our SEND Policy
- Oversee, in collaboration with relevant Senior Leaders, the deployment of TAs to meet SEND needs most effectively
- Maintain an up-to-date knowledge of best practice in SEND provision as well as national and local requirements
- Monitor and review the quality and effectiveness of SEND provision across the school and contribute to its ongoing improvement
- Undertake an annual review of our SEND Policy in collaboration with the Deputy Head
- Promote an ethos and culture that supports the school's SEND Policy and promotes good outcomes for pupils with a special educational need or disability
- Review and update SEND Support Plans for Seniors after seeking input from staff; share them with parents (usually twice per year), conducting meetings as necessary
- Oversee all 1-1 or small group interventions for pupils with SEND and regularly evaluate their effectiveness
- Directly provide interventions where necessary
- Undertake direct assessments to evaluate whether a pupil has or might have a SEND issue
- Use appropriate assessments to identify learning needs, including screening tools for whole class groups at certain ages (currently Year 7 only)
- Analyse academic and other assessment data for pupils with SEND to help monitor progress
- Ensure pupils with SEND have appropriate Access Arrangements where necessary
- Ensure that if the pupil transfers to another school, all relevant information is passed on, and support a smooth transition for the pupil

## Training

- Identify training needs for staff with respect to SEND awareness, understanding and provision
- Provide training at INSET and on other occasions to teachers and TAs on general and specific classroom strategies and 1-1 or small group interventions to support pupils with SEND

## Management of SEN pupils

- Maintain an accurate SEND register, ensuring that records are kept up to date
- Ensure that SEND Support Plans for Infants and Juniors are updated regularly as stipulated in the SEND Policy
- Review updated SEND Support Plans for Infants and Juniors prior to them being shared with parents (usually twice per year)

## Liaising with parents and other professionals

- Conduct or indirectly support teachers to conduct meetings with parents about SEND issues
- Liaise with other schools, educational psychologists, health and social care professionals, and other external agencies as required
- Apply for Education Health and Care Plans (EHCPs) as necessary
- Support and monitor the implementation of EHCPs and ensure they are reviewed as necessary
- Apply for Access Arrangements in coordination with the Exams Officer, ensuring there is an adequate evidence base and all necessary reports to support the application
- Prepare and present information for the Trustees as necessary

# Person Specification

## Professional background

- A successful teaching record
- A good academic history, including an undergraduate degree and a relevant teaching qualification
- Desirable to have the NASENCo or be working towards the NPQ for SENCOs
- Experience managing or supporting SEND needs at a whole-school level, including:
  - Designing, delivering and evaluating effective SEN interventions
  - Maintaining effective SEN records (e.g individual education plans)
  - Liaising with parents
  - Liaising with external professionals and agencies
  - Managing TAs
  - Training staff
- Knowledge of the SEND Code of Practice

## Personal qualities

- A practicing Christian able to support the Christian ethos of the school
- A warm and natural way of relating to children and young people
- Strong organisational, administrative, and managerial skills
- Strong oral and written communication skills
- Ability to negotiate and communicate effectively with staff
- A professional manner at all times
- Strategic insight to help shape whole school policy and practice regarding SEND provision
- Confidence to lead staff training about SEND provision
- An ability to maintain confidentiality at all times
- The highest standards of personal and professional conduct



# Application Process

## How to Apply

- Complete the Heritage School Application Form
- Return the completed form as a PDF to the Headmaster via [administrator@heritageschool.org.uk](mailto:administrator@heritageschool.org.uk)

## About the Interview

- You will be asked to teach a lesson on a topic to be agreed in advance
- You will be asked for a response to the readings from Charlotte Mason identified in the Introduction
- Please prepare any questions you may have that you wish to discuss

## Safeguarding

We are committed to safeguarding and promoting the welfare of children. Candidates will be carefully vetted to ensure they are suitable to work with children. In order to be a successful candidate, you will need to:

### ***Before Interview***

- Complete our application form
- Provide contact details of two referees
- Complete a self-declaration regarding your criminal record and suitability to work with children

### ***At Interview***

- Provide proof of your address (dated within three months)
- Provide photographic proof of your identity
- Bring your original birth certificate and proof of any name changes thereafter
- Bring proof of your qualifications
- If you are not a British Citizen, bring proof of your eligibility to work in the UK <https://www.gov.uk/prove-right-to-work>
- Your latest DBS certificate, if you have one, and confirmation that we may check the Update Service if you are subscribed

### ***After Interview***

- Complete a medical questionnaire to verify that you are sufficiently fit physically to perform your duties
- Complete a satisfactory enhanced DBS check, unless you have already done so and you are subscribed to the Update Service
- Not be barred from working with children by the Secretary of State for Education

*Heritage School is committed to safeguarding and promoting the welfare of children. This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Shortlisted applicants will be required to declare all previous convictions and cautions, including those which would normally be considered 'spent', except those received for an offence committed in the UK if it has been filtered in accordance with the DBS filtering rules. A failure to disclose a previous conviction may also amount to a criminal offence.*