



**TAPESTRY
LEARNING
PARTNERSHIP**

JOB OPPORTUNITY

SENCo

City of Derby Academy, Sinfin, Derby

Permanent

1.0FTE

Leadership Pay Scale 6-10

Join us on an exciting journey of transformation and excellence.

At Tapestry Learning Partnership, we believe in the power of education to change lives. Formed in January 2026 through the merger of two strong trusts, QEGSMAT and Djanogly Learning Trust, we are building a future where every child succeeds and flourishes. We are now seeking a dedicated and ambitious SENCo to play a central role in leading our inclusive and forward-thinking school community. Serving over 1,000 students from a richly multicultural population, we are a school committed to removing barriers to learning and improving the life chances of every child.

About the Role

The SENCO (Special Educational Needs Coordinator) is a key strategic leader at the heart of City of Derby Academy. In this role, you will lead and shape the school's provision for students with special educational needs and disabilities (SEND), ensuring that every learner receives the support, challenge, and provision they need to achieve their full potential.

Working closely with the Senior Leadership Team and reporting to an Assistant Headteacher, you will drive whole-school improvement through the development of inclusive teaching practices, effective intervention strategies, and a strong culture of high expectations for all learners. You will lead and inspire colleagues to deliver high-quality adaptive teaching, using data, assessment, and evidence-informed practice to remove barriers to learning and secure positive outcomes, particularly for our most vulnerable students.

As SENCO, you will have strategic oversight of the SEND provision, including the identification, assessment, and monitoring of students with additional needs. You will ensure that statutory requirements are met, including the effective implementation of Education, Health and Care Plans (EHCPs), and that provision is regularly reviewed for impact. You will work in partnership with families, external agencies, and other professionals to coordinate support and champion the needs and rights of every student.

You will play a central role in developing staff expertise, delivering high-quality training and guidance to ensure that inclusive practice is embedded across all classrooms. You will model professional integrity, build strong relationships with students, families, and colleagues, and contribute to a positive, values-led environment where all members of the school community feel supported and able to flourish.

This is a pivotal opportunity for an ambitious leader who is passionate about inclusion to make a significant impact and play a central role in shaping the future of the school. The post is on the leadership pay scale.

Who We're Looking For

We are looking for an exceptional and committed leader with strong organisational skills, the ability to manage complex and sensitive priorities, and a proven track record of improving outcomes for students with special educational needs and disabilities.

The ideal candidate will be an excellent communicator who can build positive, professional relationships with staff, students, parents, governors, external agencies, and Trust colleagues. They will bring experience of leading and developing SEND provision, with a clear understanding of inclusive practice and the ability to support colleagues in delivering high-quality adaptive teaching.

They will be confident in using data, assessment, and school systems to identify need, monitor provision, and evaluate impact, ensuring that all students—particularly the most vulnerable—make strong progress. A secure knowledge of statutory SEND requirements, including EHCP processes, is essential, alongside a deep commitment to inclusion, equity, and student wellbeing.

The successful candidate will demonstrate high expectations, resilience, and emotional intelligence, remaining calm, solution-focused, and child-centred in a fast-paced environment. They will lead with clarity, consistency, and integrity, and will be passionate about removing barriers to learning so that every student feels supported and able to succeed.

Above all, we are seeking someone who is dedicated to championing inclusive education, committed to continuous professional development, and driven to make a sustained and meaningful difference to the lives of young people.

About City of Derby Academy

City of Derby Academy is a school where every student and every member of staff is encouraged and supported to realise their full potential. Our culture is grounded in high expectations, strong and respectful relationships, and a deep commitment to inclusion.

Serving a wonderfully diverse community with more than 40 home languages, our vision is simple yet profound: to improve the life chances of every child.

We offer an ambitious curriculum, exceptional pastoral support and a wide range of enrichment opportunities, from educational visits and clubs to our thriving Combined Cadet Force.

Students develop academically, personally and socially, gaining the knowledge, skills and character they need for the next stage of their education, employment or training.

City of Derby Academy is a school where:

- Diversity is celebrated, and inclusion underpins everything we do
- Students feel safe, supported and able to thrive
- High expectations drive achievement, ambition and pride

- Relationships are strong, respectful and purposeful
- Staff wellbeing and professional development are valued, and colleagues are proud to work here

Why Join Tapestry?

As part of our Trust, you'll benefit from:

- A supportive network of professionals who share your commitment to excellence
- High-quality professional development and career progression opportunities
- A caring, inclusive organisation that values staff wellbeing and work-life balance
- Access to a range of employee benefits designed to promote health and wellbeing

This is your chance to be part of something special. Help us shape the future and make a lasting impact.

Tapestry Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found at: [Tapestry Learning Partnership](#)

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role, or would like to visit the school, we would be happy to arrange this. Please contact Libby Morrell, P.A to the Headteacher, LMorrell@cityofderbyacademy.org.

Further details about our school can be found on our website: [City of Derby Academy Website](#)

To apply for this position, please visit our careers page via our website: [Tapestry Learning Partnership](#)

Closing date for applications: Monday 18th May

Interview date: Thursday 21st May

Potential Start date: September 2026

JOB DESCRIPTION



- Post Title:** SENCo
- Reporting to:** Assistant Headteacher - Inclusion and Personal Development
- Grade:** Leadership Pay Scale
- Disclosure Level:** Child Workforce - Enhanced, Children's Barred List

Purpose of the Post

The SENCo is responsible for the strategic leadership, day-to-day coordination, and continuous improvement of Special Educational Needs and Disabilities (SEND) provision across the school. The postholder will ensure that students with SEND receive high-quality, inclusive education that enables them to make strong progress academically, socially and personally.

Working under the direction of the Assistant Headteacher – Inclusion and Personal Development, the SENCo will play a key role in embedding inclusive practice, ensuring statutory compliance, and improving outcomes for students with SEND within a mainstream secondary setting.

Strategic Leadership of SEND

- Lead the development, implementation and evaluation of the school's SEND strategy in line with statutory guidance, Trust expectations and whole-school priorities.
- Contribute to the school's wider inclusion strategy, working closely with senior leaders to secure equity of provision and outcomes.
- Uphold and promote a positive, inclusive whole-school culture aligned with the school and Trust vision and values.
- Advise senior leaders on SEND priorities, risks and improvement actions.

Identification, Provision and Outcomes

- Lead robust systems for the early identification, assessment and review of SEND.
- Ensure high-quality SEND support is in place across all key stages and subjects.
- Monitor progress, attainment, attendance and wider outcomes for students with SEND, identifying underachievement and securing timely intervention.

Evaluate the impact of SEND provision and interventions using quantitative and qualitative evidence.

Statutory Compliance and EHCPs

- Ensure full compliance with the SEND Code of Practice and statutory requirements.
- Lead the school's work on EHCPs, including needs assessments, annual reviews, implementation and funding oversight.
- Maintain accurate, up-to-date SEND records and documentation.
- Prepare and contribute confidently to external scrutiny, including Ofsted inspection and Trust reviews.

Teaching, Learning and Curriculum (SEND focus)

- Support teachers to plan and deliver effective, inclusive teaching through guidance on differentiation, reasonable adjustments and adaptive practice.
- Work closely with curriculum and subject leaders to ensure SEND provision supports curriculum access and ambition.
- Promote consistent, high-quality classroom practice for students with SEND across the school.

Staff Development and Line Management

- Line manage SEND staff, including Teaching Assistants and other support staff.
- Provide professional guidance, challenge and support to teaching staff relating to SEND.
- Lead SEND-focused CPD and contribute to whole-school professional development.
- Support staff wellbeing and build collective expertise in inclusive practice.

Working with Parents, Students and External Agencies

- Build strong partnerships with parents and carers, ensuring clear communication and collaborative planning.
- Work closely with external professionals such as Educational Psychologists, Therapists, Local Authority Officers, to secure appropriate support.
- Ensure student and parent voice is central to SEND planning and review processes.

Transition and Vulnerable Groups

- Lead SEND aspects of transition, including primary to secondary transition, in-year admissions and preparation for post-16 pathways.
- Work collaboratively with pastoral leaders to support students with SEND who are also vulnerable or at risk of disengagement.
- Contribute to strategies to reduce exclusion and improve attendance and engagement for students with SEND.

Whole-School Responsibilities

- Support the Assistant Headteacher in monitoring and evaluating SEND provision as part of self-evaluation and school improvement planning.
- Contribute to Trust-wide SEND networks and collaborative working where appropriate.
- Act as a visible and credible leader for inclusion across the school.
- Undertake additional duties appropriate to the role as directed by the line manager.

General and Professional Responsibilities

The post holder will fulfil the duties of a teacher in accordance with the School Teachers' Pay and Conditions Document and is expected to:

- Maintain strict confidentiality and comply with data protection legislation and associated Trust policies.
- Demonstrate a clear understanding of, and commitment to, safeguarding and child protection, maintaining awareness of relevant procedures and responsibilities.
- Uphold and promote the Trust's policies on equality, diversity and inclusion and health and safety, ensuring safe working practices at all times.
- Adhere to all other relevant Trust and school policies and procedures.
- Engage in ongoing professional development, including leadership development, to effectively carry out the responsibilities of the role.
- Perform any other reasonable duties commensurate with the level and responsibilities of the post, as required by the school or Trust.

Person Specification



Criteria	Essential	Desirable	Assessed By
Qualifications & Training	Qualified Teacher Status (QTS)	National Award for SEN Coordination (NASENCO) or willingness to achieve within statutory timeframe	Application form, certificates, interview
	Evidence of relevant professional development in SEND and inclusion	Additional qualifications in SEND, inclusion, or leadership	Application form, interview, certificates
Experience	Successful teaching experience with evidence of strong pupil progress	Experience of working in more than one key stage or setting	Application form, references, interview
	Experience of supporting students with SEND in a school setting	Experience of leading SEND provision across a school	Application form, references, interview
	Experience of working with external agencies and professionals	Experience within a multi-academy trust or similar context	Application form, interview, references
Knowledge & Understanding	Secure knowledge of the SEND Code of Practice and statutory requirements	Up-to-date knowledge of national SEND developments and research	Interview, application form
	Understanding of high-quality adaptive teaching and inclusive classroom practice	Experience of implementing evidence-informed SEND interventions	Interview, lesson/task observation (if applicable), application form
	Knowledge of assessment, tracking, and monitoring progress of students with SEND	Understanding of whole-school inclusion strategies	Interview, application form
Skills & Abilities	Strong organisational skills and ability to manage competing priorities effectively	Ability to contribute to strategic planning at a senior level	Interview, references
	Ability to analyse and use data to inform provision and improve outcomes	Experience of using specialist assessment tools	Application form, interview, task
	Excellent communication and interpersonal skills	Ability to deliver training and lead professional development	Interview, references, presentation
	Ability to build positive relationships with stakeholders		Interview, references
	Ability to lead, influence, and support colleagues to improve inclusive practice		Interview, references
Leadership & Personal Qualities	Commitment to inclusion, equality, and high expectations for all students	Experience of leading whole-school initiatives	Interview, references
	High levels of resilience, emotional intelligence, and professionalism		Interview, references
	Ability to remain calm, solution-focused, and child-centred under pressure		Interview, references
	Integrity, discretion, and commitment to safeguarding and student wellbeing		Interview, references, safeguarding checks
	Commitment to continuous professional development		Application form, interview