

# MORPETH SCHOOL



## Higher Level SEN Administrator Application Pack

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Dear Candidate,

Thank you for your enquiry about the vacancy for the post of **Higher-Level SEN Administrator** at Morpeth School. We are pleased that you are interested in finding out more about working here.

We hope that our school website [www.morpethschool.org.uk](http://www.morpethschool.org.uk) will give you a strong sense of the school. You will find the Job Description/Selection Criteria in this pack and an Application Form with any other details on the website. In your application, we are particularly interested in knowing how you think your skills and experience will match Morpeth.

If you have any issues accessing the recruitment documentation, please do not hesitate to contact our HR Officer, Pedro Cedenio ([recruitment@morpeth.towerhamlets.sch.uk](mailto:recruitment@morpeth.towerhamlets.sch.uk)).

**Completed applications should be returned to this address by Friday 5<sup>th</sup> June 2026. Successful candidates will be contacted by telephone and invited for interview the following week.**

Unfortunately, we are not able to contact unsuccessful applicants individually. If you have not heard from the School after 10 working days past the deadline, please assume you have not been shortlisted for interview.

Please note that as this post involves working with children, it is exempt from the Rehabilitation of Offenders Act 1974, which means that all convictions, cautions and bind-overs (including those regarded as 'spent' for other purposes) must be declared if you are invited to interview. Please see the application form for further details.

Yours sincerely,



**John Pickett**  
Headteacher



Morpeth is an eight-form entry, mixed, 11-19 comprehensive school situated in Bethnal Green, Tower Hamlets and we are very much a community. Our values are longstanding; they encapsulate the way we work and the way the school feels, where learning is excellent, every child is known and included and relationships are positive.

We are proud of our diversity – we represent the wider Tower Hamlets community – and recognise that in order to make everyone feel included and valued, this requires ongoing and explicit consideration.

We prioritise the development of trust and understanding between pupils from different backgrounds; all members of staff – teaching and support – work together regularly throughout the year to develop our practice. As a result, visitors frequently comment on how friendly the school feels and the excellent relationships between staff and between pupils and staff. We are over-subscribed both for Year 7 and the sixth form, and have a very strong track record of recruitment and retention of teaching and support staff.

We have over 110 teaching staff, 35 Teaching Assistants, and 70 other support staff who share a strong belief in what our pupils can achieve. Our teachers are subject specialists, passionate about those subjects and keen to develop their knowledge and practice. We also place great importance on learning beyond the classroom. There is an extensive programme of extra-curricular experiences and over 100 lunchtime and after school activities offered weekly.



We are fortunate in that the entire school has been rebuilt or refurbished to a very high standard over recent years, and we have been able to invest heavily in learning resources for pupils. Schools across Tower Hamlets have a long tradition of working closely together and in recent years this has been facilitated and strengthened by the Tower Hamlets Education Partnership.

## What makes us different?

### *Our KS4 curriculum structure*

When we reviewed our KS4 curriculum in 2010 we decided that the traditional model that we offered didn't feel sufficiently flexible or tailored to our students both in terms of context and inclusion. It was 'one size fits all'. We wanted to continue to provide a rich and broad curriculum where the arts are valued alongside core academic subjects but also one that could recognise students' individual needs.

The model we have now is one that is innovative, ambitious, dynamic and responsive to students' needs. We typically offer 25 optional examined courses. Alongside core subjects, students choose two options each year in Years 9, 10 and 11, courses being one year in length, and having the equivalent time of one-day a week per course. Students will take exams at the end of the year. The majority of students will study the EBacc subjects with significantly higher than national numbers taking GCSEs in creative and expressive arts, and design technology.



## *Our inclusive approach*

We support students by:

- focusing on both systems and practice - we recognise that we need strong systems to provide structure however, in a school that views high quality relationships as the key driver in all that we do we place an emphasis on supporting colleagues' practice;
- understanding that behaviour is a two-way language of communication;
- being compassionate - making decisions about behaviour based on the context of every child and situation;
- being data-led - using both qualitative and quantitative data helps us ask the right questions about behaviour and inclusion, in the same way as progress and attainment.

We recognise that in order to prioritise the development of positive relationships across the school, we have to build it into our structures. In September 2023, we moved to a vertical tutoring system where pupils meet three times a week in coaching circles made up of 13 pupils from Years 7 – 11.

We have 80 circles, led by coaches from across our teaching and support staff and organised into five houses. The circles and houses are fundamental to ensuring every child feels that they belong to our community.

## **What do we offer?**

We know that to provide the best support for our pupils, we need to have staff who feel happy in their role, trusted and well-supported. Teaching staff are able to work from home for some of their PPA time, we take a positive approach to requests for flexible working, we create regular opportunities for all staff to mix socially through weekly staff circles, free staff breakfasts and our Staff Association who run events and trips throughout the year. Teachers have autonomy to plan lessons within departmental agreed curriculum plans and we have regular subject teach meets within departments and professional learning groups both with a focus on developing pedagogy.

We have never believed in performance-related pay, but do believe in the importance of continual professional development and in regular scheduled opportunities for staff to discuss and reflect upon their professional development across the school year. We support and encourage the full breadth of professional development opportunities – formal and informal - from external CPD, to supporting Masters level qualifications including study days and a contribution to costs, providing coaches for NPQ courses and to ongoing high-quality internal training opportunities.

*“A supportive community for students and staff”*

*“A school with a human face, diversity is appreciated”*

*“High professional trust and autonomy”*

*“I feel respected and appreciated”*

*“Supportive colleagues and an opportunity to grow”*

*“Excellent facilities and amazing SEN provision”*

*“Relational practice”*

*“Sense of community felt within the school”*

*“We teach each other something every day”*

*“A school that thinks about all communities and promotes equality and inclusivity”*

*“There is always a smile waiting for you”*





|                                    |                                                                     |
|------------------------------------|---------------------------------------------------------------------|
| Position:                          | Higher Level SEN Administrator                                      |
| Salary:                            | NJC Scale 6 points 18-20<br><b>Actual Salary: £33,142 - £34,139</b> |
| Contract Type / Working Agreement: | Term Time Only, fixed-term in First Instance, Full-Time             |
| Required for:                      | September 2026                                                      |
| Closing date for all applications: | 09:00am, Friday 5 <sup>th</sup> June 2026                           |
| Interview date:                    | TBC                                                                 |

An appointment as a Higher-Level SEN Administrator is an opportunity to join a highly successful team: talented, committed staff, enthusiastic, friendly pupils and a community of supportive families and external partners within and beyond Tower Hamlets.

We believe that our success derives from our inclusive, pupil-centered focus; our commitment to the continuous review of curriculum and pedagogy; our focus on professional development; and a strong belief in the need to work within a set of values which underpins all that we do.

#### **How to apply:**

Completed applications should be returned to [recruitment@morpeth.towerhamlets.sch.uk](mailto:recruitment@morpeth.towerhamlets.sch.uk)

For full details and application pack see the school website [www.morpethschool.org.uk](http://www.morpethschool.org.uk) or our job page on TES: <https://www.tes.com/jobs/employer/-1042684>

We are committed to safeguarding our students. Successful candidates will be required to abide by the school's Safeguarding Children policy and undergo an enhanced DBS check. The School may conduct an online search as part of due diligence checks in the recruitment process.

## Higher Level SEN Administrator – Job Description

|                        |                                                                    |
|------------------------|--------------------------------------------------------------------|
| <b>Contract Type</b>   | Term Time / 39 Weeks                                               |
| <b>Duration</b>        | Fixed-Term until 31 <sup>st</sup> Aug 27 in the first instance     |
| <b>Working Hours</b>   | 35 hours pw (08.00 – 16:00 Monday - Friday)<br>1-hour unpaid break |
| <b>Working Pattern</b> | Term Time Only (39 weeks per year)                                 |
| <b>Salary</b>          | Scale 6 points 18 - 20<br><b>Actual Salary: £33,142 - £34,139</b>  |
| <b>Responsible to</b>  | Deputy SENCO / SENCO                                               |

### Main purpose of the job:

Provide high quality administrative support within the SEN Department.

### Main Responsibilities:

- Monitoring SEND paperwork deadlines and ensuring statutory timescales are met
- Supporting transitions within and between schools, ensuring full documentation transfer
- Acting as a point of contact for external agencies
- Maintaining accurate and up-to-date SEND records
- Taking minutes and sharing information between parties within and beyond the school
- Managing calendars, meetings and resources for the SENCO / deputy SENDCOs
- Assisting with the administration of EHCPs including:
  - Supporting assessment process
  - Liaising with external agencies
  - Preparation and follow up from annual reviews
- Supporting the administration of exam access arrangements and liaising with the Exams Officer
- Sharing information and letters with families and primary schools
- Maintaining provision maps, intervention records and student profiles
- Supporting the organisation of SEND meetings, reviews and parent consultations
- Assisting with referrals to outside agencies and compiling supporting evidence
- Tracking and recording student progress and interventions where required
- Ensuring compliance with GDPR and confidentiality requirements relating to SEND records
- Supporting admissions and induction arrangements for students with SEND
- Ordering, maintaining and monitoring SEND resources and specialist equipment
- Supporting staff with SEND-related administration and communication
- Updating and maintaining SEND databases and management information systems
- Contributing to SEND audits, census returns and reporting requirements
- Supporting safeguarding procedures where they intersect with SEND provision
- Undertaking any other duties as directed by the SENCO or senior leadership team.
- To be a coach to a group of pupils as part of Morpeth's Coaching programme.
- Any other duties commensurate to the grading of this job.

### **As a member of a House or Year team**

(Coaches and Tutors or attached staff)

*Under the Guidance and direction of the Head of House (Years 7 – 11) or Head of Year (6<sup>th</sup> form), to:*

- get to know the pupils well
- get to know families well through regular contact, sharing successes and participating in Meet Your Coach / Tutor days.
- plan sessions, reading through guidance notes in advance
- develop skills in facilitating a coaching circle
- promote high standards of work, behaviour, attendance and punctuality from members of the Coaching / Tutor Group
- keep an accurate and up-to-date register following school guidance re. attendance and punctuality
- write reports as required
- prepare initial drafts for references, testimonials and reports to outside agencies, as appropriate
- teach the CPSHE programme as required
- attend assemblies with the group and supervise their arrival, behaviour and departure
- participate in Head of House / Head of Year meetings

## Higher Level SEN Administrator – Selection Criteria

Please address these criteria in your application form and interview

### Essential

- Experience of working in an administrative role within a school or educational setting
- Excellent organisational and time management skills with the ability to prioritise competing deadlines
- Strong written and verbal communication skills
- Ability to maintain accurate, confidential and up-to-date records
- Experience of managing sensitive information in line with GDPR and safeguarding requirements
- Proficiency in Microsoft Office and Google applications
- Experience of using school Management Information Systems (MIS) such as SIMS, Arbor or Bromcom
- Ability to work collaboratively with staff, families, external agencies and professionals
- Strong attention to detail and accuracy in record keeping and documentation
- Ability to minute meetings and distribute information professionally and promptly
- Understanding of SEND processes, including EHCPs, annual reviews and exam access arrangements
- Ability to work independently and use initiative whilst also contributing effectively as part of a team
- Commitment to safeguarding and promoting the welfare of children and young people

### Desirable

Previous experience working within a SEND department or supporting a SENCO

- Knowledge of the SEND Code of Practice and statutory processes
- Experience of coordinating EHCP administration and annual review documentation
- Experience of using TES Provision Map or similar SEND provision mapping software
- Experience of supporting exam access arrangements administration
- Familiarity with local authority SEND procedures and external agency processes
- Understanding of interventions, provision mapping and tracking systems
- Experience of organising meetings involving multiple professionals and agencies
- Knowledge of safeguarding procedures in a school environment
- Experience of supporting transitions between primary and secondary settings
- Experience of collating SEND-related data and writing reports

### Safeguarding

- The postholder will have due regard for safeguarding and promoting the welfare of children and young people and will follow the child protection and safeguarding procedures adopted by Morpeth School.
- Any safeguarding and child protection issues will be acted upon immediately by informing the Designated Child Protection Lead

## SEN & Learning Support Department at Morpeth School

Morpeth is a supportive and inclusive school.

We have a high number of pupils with additional needs and with one of the largest proportions per student population of EHCPs in London with over 100 EHCPs spanning across all four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional Mental Health and Sensory/Physical needs including visual impairment and deafness.

We aim for all our pupils to reach their full potential, both socially and academically. As a department, we seek to:

- Value all pupils and incorporate their voice in our planning and reviews
- Encourage and welcome the positive involvement of parents
- Ensure all pupils are respected, trusted and cared for
- Maximise the academic and social potential of all pupils regardless of need

The Learning Support Department is located on the ground floor of the north building. Staff include the SENCO, two deputy SENCOs, over 30 TAs and a team of Lead TAs and a team of Higher Level Teaching Assistants. SEN relevant training is provided for all staff on a regular basis. A library of informative literature and research books on Special Educational Needs is held within the Department and is available to all teaching staff. There is also a range of books available for pupil and parent use in the library.

How we identify if a young person/child requires additional support:

- Local Authority identified pupil via the allocation of a statement/EHCP
- Liaison with primary schools
- In house psychometric assessments
- Liaison with previous secondary school if relevant
- Concerns raised by parents, pupils, TAs and teaching staff
- Liaison with external agencies

For further information we encourage you to read the annual SEND report which can be found on the school website.