

Assistant SENCO
(Full time, term time only)

From September 2025



Information about the post for candidates

The School

Awarded 'Excellent' in all areas inspected by ISI in 2022, Channing School is summed up by its vision, 'Girls Enjoying Success'.

Girls at Channing enjoy academic success from a tailored educational programme that encourages confidence, independent thinking and provides girls with life skills to take on the next stage of their education as thoughtful, responsive, socially aware adults, prepared for the challenges of the world today.



Founded in 1885 by Unitarian sisters Emily and Matilda Sharpe, supported by Reverend Robert Spears, Channing School, named after notable American Unitarian William Ellery Channing, has been known as a successful, happy community. Remaining true to our Unitarian foundation, the School is an inclusive community that values the individual skills, spiritual beliefs, achievements and contribution of all members of the school community.

Our new strategic plan for Channing 2035, published in January 2025, is underpinned by the school's Unitarian ethos, our vision of Girls Enjoying Success, the motto Conabor (I will try) and the words of William Ellery Channing, "Each of us is intended to have a character all our own, to be what no other can exactly be and do what no other can exactly do". This emphasis on bespoke outcomes is at the heart of our five new strategic objectives, which you can find here: [Channing 2035](#).

Academic achievement

Academic results are excellent. Virtually all our sixth formers go on to University or other higher education institutions, some after a gap year. However, we believe that examination success is not solely the end goal of a pupil's journey through school, rather that it should be an enriching academic and extra-curricular experience that allows girls to develop skills, confidence, creativity and character, instilling in pupils a lifelong love of learning and a firm belief that anything is possible. Experienced, dedicated teachers offer a supportive, encouraging and challenging learning environment that allows pupils to achieve success beyond that which they might have thought possible.

Community spirit

The Headmistress and members of staff know every girl personally and as an individual. We have a strong family tradition and an enthusiastic and supportive parents' association. The atmosphere is calm, focussed and purposeful. We set high standards emphasising concern and respect for the needs of others. A major feature of the school is the huge diversity of the extra curricular activities on offer to pupils and it is expected that all staff will contribute to this side of the life of the school.



Exceptional setting

The school is in an attractive part of Highgate, with convenient transport links by road and underground. Visitors are often surprised at how light, green and open our site is. We have preserved the character of the older buildings, but completely refurbished and redesigned them to provide bright and spacious teaching rooms. Our ambitious £13m building programme, completed in 2017, has provided us with excellent dining facilities, a Music Department, a new Sixth Form Centre, Sports Hall

with fitness suite and a state-of-the-art Performing Arts Centre.

Teaching & Learning

Channing is a collaborative learning community. We provide an excellent and relevant T&L CPD programme that inspires all staff and pupils to achieve their full potential. We support the ongoing development of outstanding teaching and learning which stimulates and challenges all pupils.

Our current whole school Teaching and Learning focus is on developing Fearless Learners. We believe that it is possible to teach pupils to become more confident, proactive, independent learners in such a way that they become more courageous, fearless learners. To this end we have worked with both teachers and pupils to develop a range of resources that support us all to become more fearless in our learning. These include:

- An Infographic generated from discussions with all teachers ~ [What do Fearless Teachers look like at Channing?](#)
- A student-friendly Infographic based on what our student body thinks [Fearless Learners look like at Channing](#)

'Spotlight' is Channing Senior School's Teaching & Learning publication. It supports the professional development of our teaching staff. It is distributed twice monthly and focuses on the development of classroom practice and current educational research. All teaching staff are encouraged to contribute, and it reflects our commitment to being a collaborative, learning community. Recent titles include: *What causes a fear of failure? Why is failure a good thing? How to use Cold Calling, Think, Pair, Share and how to use iPads as Show-me boards.* The Spotlights can be [found on our website](#).

T&L Briefings are held every other Friday. These are an opportunity for teaching staff to come together to discuss educational research and how it might impact on their pedagogy. Recent themes have included: *The impact of parental views of failure; What can we do to support students to be Fearless Learners?; What is the Production Effect and why does it work?*

At Channing, we acknowledge that each teacher has their own style but that pupils make the most progress when teachers plan lessons that focus on learning. We believe that great Teaching & Learning cannot be achieved by following a recipe, but there are some clear pointers in the research to approaches that are most likely to be effective. That is to say there are clear, recognised 'moves' of the 'Expert Teacher' that make pupil progress and learning more likely. These 'moves' are reflected in our bespoke document [Defining the Principles of Great Teaching at Channing](#).

SEND at Channing

This is a fantastic opportunity to become part of a dedicated and forward-thinking SEND department, where our work is not only valued but actively supported by students, staff, the Senior Leadership Team, and the Governing Body.

At the heart of our department is a shared commitment to empowering students with diverse learning needs, equipping them with the tools and strategies to excel both academically and personally. Our highly collaborative team is led by the Head of SEND, supported by a SENCO and Learning Support Teacher in the Junior School, alongside an Access Arrangements Assessor and Learning Support Mentor in the Senior School. The latter will report to the postholder of this new role. Together, we foster an atmosphere of mutual support, teamwork, and innovation.

With around one third of students in the Senior School on our SEND register, our impact is significant. Our students thrive with tailored interventions, access arrangements, and personalised learning plans. SpLD, ADHD and ASC are their primary areas of need. The success of our approach is reflected in our outstanding results:

2024 A-Level Results – 22% A* grades & 44% A grades

2024 GCSE Results – 78% of grades at 9-7, with 56% securing grades 9-8

By working closely with teachers, pastoral teams, parents, and external professionals, we create an inclusive and inspiring learning environment where every student can unlock their full potential.

Job Description and Person Specification

Job Title: **Assistant SENCO**

Job purpose: To support the Head of SEND in ensuring high-quality education for students with special educational needs and disabilities (SEND), promoting inclusion, and enhancing learning outcomes.

Reporting Line: The Assistant SENCO will report to the Head of SEND, contributing to the development and the implementation of the school's SEN strategy, and of all aspects of the SEND policy and provisions for students with SEND in the Senior School. There is also a reporting line to the Headmistress, and Deputy Head (Academic), as well as close liaison with the JS Senco.

Responsibilities:

Support for Students:

- Identify and assess students with SEND, implementing targeted 1:1 or small group interventions, particularly for SpLD needs.
- Assist in preparing and reviewing EHCPs, maintaining accurate records of SEND provision and student progress.
- Maintain accurate records and contribute to reports on SEND provision and student progress, including: Personalised Learning Plans, provision maps, and related documents.
- Monitor and review student progress, ensuring appropriate adaptations to support plans.
- Maintain and update pupil records, including exam analysis and value-added data.
- Oversee and execute whole cohort screening (Lucid Rapid and Lucid Exact), providing feedback and implementing necessary support.
- Support the transition of internal and external students to senior school by liaising with key staff, sharing relevant information, and ensuring appropriate support is in place to facilitate a smooth and successful move.

Support for Staff:

- Provide guidance and training on effective SEND strategies and inclusive teaching practices.
- Keep staff informed about students' SEND needs and advise on areas for development.

Liaison & Communication:

- Act as a key contact for parents, carers, and external agencies, attending meetings as necessary.
- Deputise for the Head of SEND when required.

Operational Management:

- Maintain awareness of the SEN Register and student profile sheets.
- Ensure compliance with child protection, health, safety, and confidentiality policies, reporting concerns as necessary.
- Engage in ongoing professional development through training and relevant meetings.
- Promote an inclusive ethos across the school.
- Keep up to date with SEND legislation and best practices.
- Undertake additional duties as required by the Head of SEND or leadership team.

Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment.

Person Specification

Qualification Criteria

Educated to degree level and above	Essential
Holds a recognised SEN qualification such as the OCR SpLD Diploma (Minimum Level 5) or a Masters in SEN.	Essential
Right to work in the UK	Essential
SpLD qualification Level 7	Desirable
Access arrangements assessor qualification Level 7	Desirable

Knowledge, Skills and Experience

- Experience in identifying, implementing, monitoring, and evaluating teaching strategies for students with learning barriers.
- Experience of raising attainment across diverse pupil groups and age ranges.
- Strong analytical skills to identify key issues, gather relevant information, and develop creative solutions.
- Ability to work under pressure and meet deadlines effectively.

Personal Specifications

- A collaborative and supportive team member with strong interpersonal skills.
- Approachable, compassionate, and able to inspire trust and confidence.
- Skilled at fostering positive relationships with colleagues, students, and stakeholders.
- Passionate about education and dedicated to student learning and development.
- A role model for staff and pupils, demonstrating integrity and high standards.
- Driven to continually improve standards and achieve excellence
- Committed to safeguarding, student welfare, and inclusive education.
- Strong communication, planning, and organizational skills.
- Resilient, motivated, and dedicated to professional growth and raising achievement levels.

Salary & Benefits

- Competitive - M1 - UP3 on the APTIS payscale with an additional Channing Allowance for extra-curricular and pastoral commitments
- The School will enrol you from the first day of your employment in a pension scheme with the School contributing the equivalent of 10% of your salary on a monthly basis
- A free lunch is provided
- Use of School sports facilities when available
- Annual Flu Vaccination
- Employee Assistance Programme provided by Education Support
- Training and development opportunities available

Applications

Applications are to be made via **TES.com in the first instance**. A CV will not be accepted in place of the completed application form.

Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. If you are unable to submit your application via TES please contact the HR department at recruitment@channing.co.uk.

Please note that once you submit an application via TES the system will automatically retain your details for a period of six months.

Deadline for applications: Monday 2 June 2025

Interviews: Friday 6 June 2025

Channing School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. To assist in this, the school follows a formal recruitment procedure for the employment of all staff which adheres to the recommendations of the Department for Education (DfE) in "Safeguarding Children and Safer Recruitment in Education" and the school's Child Protection Policy. In line with our Recruitment Policy, all shortlisted candidates will be subject to online searches including social media. A copy of this procedure is available on request.

Subject to statutory provisions, no applicant will be treated less favourably than another on the grounds of a protected characteristic. Ability to perform the job will be the primary consideration.



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