



SENDSCO (0.6 FTE)
East London Arts and Music
DEADLINE: Friday 30th October 2026



E L A M

Welcome

Welcome to East London Arts and Music (ELAM). At ELAM, we believe passionately in the power of education to transform lives and shape culture. Our vision - that all children growing up in the UK see themselves represented in UK culture - underpins everything we do. As Headteacher, I am proud to lead a school that not only champions creative excellence but also commits to equity, representation and opportunity across the creative industries.

The SENDCo plays a central role in realising this vision. Inclusion is not an add-on at ELAM - it is central to our identity and our ambition. This is a strategic and operational leadership role for someone who can ensure that every trainee, regardless of background, need or prior educational experience, is known, supported and able to thrive in a demanding and creative environment.

We are looking for a SENDCo who can bring expertise, care, clarity and ambition to this work: leading provision, strengthening inclusive practice across teaching and pastoral teams, and working in real partnership with trainees, families and external agencies.

Yansé Cooper - Headteacher





ABOUT US

Day One Trust Schools





est. 2014

Originally established with a focus on music, ELAM has since expanded to include games design and film, reflecting the breadth of opportunities in the creative industries. Our trainees thrive in an environment that combines high expectations with industry expertise, preparing them for exciting careers in creative fields.

Number of trainees: 300
Last Ofsted - May 2024 - Outstanding



est. 2019

LSA was created to build on the achievements of the UK film and TV industry, ensuring a strong pipeline of diverse talent. With its specialised curriculum and close industry links, LSA provides trainees with the skills and experiences they need to excel in screen storytelling and production.

Number of students: 860
Last Ofsted - May 2023 - Outstanding



ABOUT THE ROLE

SENDCO (0.6 FTE)

Inclusion

ELAM is a post-16 specialist academy with a diverse trainee community drawn from across London. Our trainees bring a wide range of strengths and needs, and we are proud of the inclusive culture we have built. We have invested significantly in our SEND provision and our pastoral and inclusion infrastructure, and we are looking for a SENDCo who can build on that foundation and take our practice to the next level.

The SENDCo works closely with the AP for Teaching and Learning, the AP for Inclusion, the Heads of Year and Trainee Services Team to ensure that inclusion is embedded across every aspect of the trainee experience, from curriculum access and adaptive teaching to attendance, wellbeing and destination readiness.

As a post-16 setting, our work is shaped by the Preparing for Adulthood agenda. Supporting trainees to develop independence, self-advocacy and the skills they need for life beyond ELAM is as important as supporting their academic progress.

Role purpose

Inclusion is not an add-on at ELAM - it is central to our identity and our ambition. We believe that every trainee, regardless of background, need or prior educational experience, deserves to thrive, participate and achieve. The SENDCo leads that commitment in practice, ensuring that our most vulnerable and complex trainees receive the identification, support and advocacy they need to succeed in a demanding and creative environment.

This is a strategic and operational leadership role. You will oversee SEND provision across the academy, manage EHCP processes from initial consultation through to annual review, develop inclusive practice across all teaching and pastoral teams, and work with families and external agencies to ensure that every trainee with additional needs is genuinely known and well supported. ELAM draws trainees from across multiple London boroughs, and you will need the experience and confidence to work effectively across different local authority systems, processes and expectations.

Role Responsibilities

- **Strategic leadership**

- Lead the strategic development of SEND and inclusive practice across ELAM, ensuring inclusion is embedded in the academy's culture, curriculum and systems
- Develop and maintain ELAM's SEND policy, information report and local offer in line with statutory requirements
- Contribute to whole-school priorities including attendance, wellbeing and the quality of teaching and learning

- **Identification, assessment and support**

- Oversee the effective identification and assessment of trainees with SEND, ensuring needs are recognised early and support is in place promptly
- Maintain an accurate SEND register and ensure all relevant staff have the information they need to support individual trainees
- Develop and review SEND support plans in collaboration with trainees, families, tutors and curriculum staff, monitoring progress and coordinating intervention where needed
- Oversee the administration of exam access arrangements in coordination with the SEND Administrator and Exams Officer

- **EHCP management and statutory compliance**

- Oversee EHCP processes from pre-entry consultation through to annual review and transition planning, meeting all statutory timelines
- Work confidently across multiple London borough local authorities, navigating different processes and expectations with professionalism
- Support trainees joining ELAM with EHCPs to ensure documentation and support are in place from day one
- Manage EHCP-related appeals, mediations or tribunal processes in coordination with SLT where needed

Role Responsibilities (cont)

- **Funding, resources and provision planning**

- Proactively identify and secure the funding and resources that trainees with SEND are entitled to, working with Local Authorities, SLT and the Trust's finance team where appropriate
- Manage and allocate SEND resources effectively, ensuring that human, financial and specialist provision is used well to meet trainee needs and support strong outcomes
- Maintain a clear and accurate provision map, using it to evaluate the impact of SEND support and inform ongoing improvement

- **Transition and pre-entry support**

- Work closely with the Trainee Recruitment Lead to ensure prospective trainees with SEND and/or EHCPs are identified early, well understood and appropriately supported through the admissions and transition process
- Liaise with secondary school SENDCOs, families, local authorities and external agencies to support effective transition into ELAM, particularly for trainees with EHCPs or complex needs
- Ensure that documentation, support plans and key information are in place before trainees join wherever possible, so that provision can begin confidently from day one

- **Direct trainee support and intervention**

- Work directly with identified trainees, individually and in small groups, to support access to learning, engagement, confidence, independence and progress
- Design and deliver targeted support where needed, including support with literacy, numeracy, oracy, revision, organisation, self-advocacy and readiness for assessment
- Monitor the impact of interventions, adapting support in response to trainee progress, feedback from staff and emerging needs.
- Promote high expectations, independence and self-esteem, ensuring that SEND support enables trainees to participate fully in ELAM's curriculum and wider creative community

Role Responsibilities (cont)

- **Teaching and staff development**
 - Teach a reduced timetable in English (including EPQ) or Maths
 - Work with teachers and pastoral staff to develop adaptive teaching practice and ensure high-quality inclusive provision across all subjects
 - Lead CPD relating to SEND and inclusive practice, building staff confidence and capability across the whole team
- **Families and external agencies**
 - Build strong relationships with families and carers, keeping them informed and involved in their young person's support
 - Coordinate with external professionals including educational psychologists, health practitioners and social care, ensuring involvement is timely and well managed
 - Represent ELAM in multi-agency meetings, person-centred reviews and other forums involving trainees with complex needs
- **SEND administration and compliance**
 - Oversee EHCP-related administration and compliance, ensuring that records, reviews, statutory deadlines and key documentation are accurate, timely and well organised
 - Maintain clear systems for the SEND register, provision mapping, support plans and information-sharing with staff
 - Ensure that the administrative and compliance aspects of SEND provision run smoothly, supporting high-quality provision and strong accountability
- **General responsibilities**
 - Work in line with ELAM and Day One Trust policies, including safeguarding, child protection, health and safety, confidentiality and data protection
 - Report safeguarding, wellbeing or conduct concerns promptly and in line with ELAM's safeguarding procedures
 - Participate in relevant meetings, training and professional development to strengthen SEND provision and wider inclusive practice
 - Undertake other reasonable duties in line with the level and purpose of the role, as required by the Headteacher or line manager
 - Contribute to the annual review of SEND priorities through ELAM's performance development process

Person Specification

The post would suit a qualified, experienced SENDCo who is ready to lead in a complex and ambitious post-16 setting, someone who combines strategic vision with hands-on commitment to individual trainees, and who has the confidence and skill to work across multiple local authority systems without losing momentum or accuracy.

The successful candidate will:

- Hold Qualified Teacher Status and the SENDCO NPQ or equivalent
- Have strong, current knowledge of SEND legislation, the SEND Code of Practice and EHCP statutory processes
- Have experience working with young people with SEND in an educational setting, ideally post-16
- Have experience navigating EHCP processes across multiple local authorities, or the clear confidence and capability to do so
- Be an excellent communicator, able to build trust with trainees, families, staff and external agencies
- Be highly organised and able to manage a complex, compliance-heavy workload with clarity and calm
- Have experience using data to inform intervention, track progress and demonstrate impact
- Be a confident and credible staff developer, able to lead CPD and raise the quality of inclusive practice across a whole school
- Understand the particular character of post-16 SEND, including the Preparing for Adulthood agenda, the role of trainee self-advocacy and the transition to adulthood
- Be committed to high expectations for every trainee and to the principle that SEND provision should be ambitious, not limiting
- Be reflective, proactive and genuinely excited by the opportunity to grow professionally in a school that will invest in you

Success in this role

- Every trainee with SEND is known well, well supported and making strong progress towards their goals
- EHCP processes are managed accurately and within statutory timelines, across all relevant local authorities
- Teaching and pastoral staff feel confident and well equipped to support trainees with SEND in their day-to-day practice
- Families feel informed, involved and genuinely in partnership with ELAM around their young person's support
- The SENDCo and SEND Administrator work as a coherent, well-organised team with clear and effective lines of accountability
- ELAM's SEND provision is well evidenced, regularly reviewed and consistently improving
- The SENDCo is a trusted and respected voice in the school, contributing to the wider strategic direction of inclusion and trainee success



Role Details

- Reports to: AP for Teaching and Learning
- Type: Part Time (0.6) Permanent
- Start date: Autumn 2026 - flexible depending on candidate's notice period
- Salary Band: T1 £39,888 - T9 £58,777 + TLR £4,121
- Location: Bromley-by-Bow, London





ABOUT THE PROCESS

How to Apply

How to apply

[Click here to complete the application.](#)

You'll be redirected to an online application form where you'll be asked to provide some basic recruitment details.

In addition, you will need to:

- Upload your CV (please remove your name and any identifying information such as gender, ethnicity, or nationality).
- Answer two short questions about your motivation and experience (maximum 200 words each).

The advert will close on **Friday 30th October, 5pm**

Phone interviews will take place on **Thursday 5th & Friday 6th Nov**, with in-person assessment tasks and interviews on **Wednesday 11th Nov**

Applicants will be notified shortly after the closing date if they have been successful in progressing to the next stage.

Safer Recruitment

Day One Trust Schools are committed to safeguarding and promoting the welfare of children and young people. In order to meet this responsibility all candidates will be subjected to a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below. Please do not hesitate to contact the school if further detail is required.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any relevant conviction, caution or binding over, including applicable spent convictions, except where these are protected under current legislation. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provide that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

Interview

Candidates will be subject to an in-depth interview and assessment day, along with a telephone interview in some circumstances. At each stage of the process candidates will be asked to address any discrepancies, anomalies or gaps in their application form or arising from information gained at the previous stage of the recruitment process.

Reference checking

References from the previous and current employers will be taken up for shortlisted candidates, before interview, and where necessary employers may be contacted to gather further information or address any discrepancies, anomalies or gaps in the reference provided.

Online searches

Keeping Children Safe in Education (KCSIE) asks schools to carry out online searches on shortlisted candidates as part of the process of assessing suitability.



THE END