



William Morris
Sixth Form
Empowerment through Learning

Job Vacancy Application Pack





**William Morris
Sixth Form**

Empowerment through Learning

Dear Applicant,

Thank you for your enquiry about our vacancy for a SENCO post, which is offered on a full time basis. I am pleased to enclose an application form and further information including the job description and curriculum area overview.

Application forms must arrive by **9am 24th April 2026** with interviews taking place on W/C **4th May 2026**. Shortlisted candidates will be notified by phone and/ or email. I apologise in advance that we will not be able to notify candidates who are not shortlisted.

We reserve the right to close this advertisement should a suitable candidate be appointed.

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You may return your completed application form by email to **recruitment@wmsf.ac.uk**

If you would like further information on the position, please do not hesitate to contact Zainab Benali, HR Officer, email zbenali@wmsf.ac.uk.

Yours faithfully

**The Human Resources Team –
William Morris Sixth Form**



SENCo

Starting: As soon as possible

Work Pattern: Full Time

Contract: Permanent

Pay: Sixth Form College Teachers' Payscale with the Addition of the Inner London Weighting Plus Responsibility Allowance

We are pleased to offer this full time, permanent career opportunity in our popular and successful SEN Department.

Closing date: 24th April 2026

Interview date: W/C 4th May 2026

To apply, please visit our website www.wmsf.ac.uk, click on 'About Us' and scroll down for 'Staff Vacancies' or via our TES advertisements.

Applications to be sent to: recruitment@wmsf.ac.uk

We actively promote the safeguarding and welfare of all our students. Successful candidates will be subject to an enhanced DBS check.

William Morris Sixth Form
St Dunstan's Road, London, W68RB
Tel: 020 8748 6969
www.wmsf.ac.uk

William Morris Sixth Form

We were originally established in 1994 as the sixth form for pupils in the secondary schools in Hammersmith and Fulham, but we soon attracted students from all over London, who come to study on both academic and vocational pathways.

William Morris is a vibrant, ambitious and creative learning community which inspires a drive to **learn**. Our recent Ofsted report where we were given a 'Good' judgement, highlighted the qualities of our staff who are knowledgeable and specialist in their fields, providing a wide range of skills. Consistent practice across subjects enables students to be taught key facts and skills which benefit their overall experience at William Morris. Quality of teaching was judged to have 'Outstanding' elements and we have high expectations that we will achieve an Outstanding judgement at our next inspection. Staff who join William Morris should come prepared to join our exciting journey as we improve and develop the Sixth Form and continue to invest in all of our students to give them the best learning experiences, opportunities and aspirations. We invest in our staff to give them the proper professional support, inspiration and career development.

Unashamedly comprehensive, through rigorous teaching, learning and assessment we ensure that no student is left behind and that every student has an equal opportunity to uncover and fulfil their potential and achieve. Our students are provided with the practical, critical and analytical skills that they can apply as they progress through life, together with a confidence and resilience that will enable them to succeed.

We **empower** our young people to aim high, to have a strong sense of their own self-worth and shared values, whilst also having a strong sense of the value of community both locally and globally and their potential to make a positive difference to the world around them.

The ethos we have established ensures the highest quality of education, guidance and relationships. The emphasis is on open access, equal value for all, individual attention, the development of independent learning skills, targeted support, high expectations and standards, improving progression routes, and finding the right balance between an adult environment and firm structures within which students can develop and succeed. The atmosphere is relaxed and warm but very purposeful. Students describe us as "friendly but strict" and our students are encouraged to address all staff by their first names. We focus on the WMSF experience for our students as being one where they learn, achieve and are empowered to progress.



Our teachers and support staff are creative, dedicated and enthusiastic professionals who are experts in 16-19 education

The Curriculum Offer

Our wide curriculum includes both academic and vocational courses at levels 3, 2 and 1. Individual students' learning programmes enable combinations of subjects where appropriate. We have a large and exciting A level provision with nearly 30 different advanced subjects and are delighted at the number and calibre of our A level students. We offer some mixed economy pathways at level 3, and are currently in the process of becoming a T Level provider from 2023.

At levels 1 and 2, we offer Foundation Learning, BTEC courses and GCSEs to meet the needs of students who wish to improve their basic qualifications. This includes provision for students to re-sit English and Maths at GCSE. William Morris prides itself on tackling under-achievement and offering the opportunity to gain knowledge and skills to students who may have underperformed at secondary school for a number of reasons. The provision of courses for students with special educational needs, including students from special schools, is a particular strength, and we currently have 51 students with statements or EHC plans and over 100 students on K-SEN. We also offer ESOL teaching and literacy support for many students to ensure success on their courses.

Our teachers and support staff are creative, dedicated and enthusiastic professionals who are experts in 16-19 education

Some of the ways we support our students



An academic supervisor for each student who is responsible for monitoring overall progress, providing references for university and apprenticeships



A safeguarding team work to ensure every student is well-supported and cared for



Learning support help with academic development such as essay writing, revision, meeting deadlines and exam preparation



Counsellors offer a confidential counselling service, health education programme and advice service as well as a specialist welfare team



Teaching and Learning Strategies

The development of successful teaching and learning strategies for our very mixed group of students is at the heart of WMSF. There is an emphasis on staff developing and sharing good pedagogical practice so that students become independent learners and teaching and learning are of the highest quality. We have a well-equipped library staffed by 4 highly qualified professional librarians, and a newly created careers centre, again with 4 qualified staff. Progression is key to the future success of our students.

We have a very exciting CPD programme, delivered in curriculum area teams, course teams and leadership teams. In such an environment there are opportunities for teachers at all stages in their careers and we have always also welcomed those new to teaching (ECTs), who participate in a comprehensive induction programme. Each year we offer teaching placements to a number of PGCE students. All teachers, where appropriate, are expected to teach across our full range of courses and levels. This both counteracts narrow departmentalism and encourages parity of esteem for all courses and all students.

We have excellent IT facilities and a strong team of technical staff to support us. We use Google Classroom as our VLE and all staff and students are issued with a Chromebook so they have full access to all learning resources at all times, both on and off site

One of our main priorities is to support individual teachers in developing their IT skills and through the G-suite we are constantly innovating delivery and practice.

The vast majority of A level and vocational students are encouraged to apply for higher education. Although many of them are non-traditional entrants, approximately 80% of A2 & V2 students' progress to university each year including into the most prestigious institutions. We have also developed stronger support for students who apply for apprenticeships and are keen to raise our destination numbers in this area too. Our careers team play a vital role in raising students' aspirations and helping them through all application processes. Expert support is provided by our assistant principals, senior tutors, careers and higher education staff, and through a planned programme of tutorial activities.

Tutoring requires an active approach to pastoral work and specific skills in guidance, supporting and monitoring as well as building relationships.

The WMSF Vision

Create a culture of community, tolerance and aspiration which celebrates diversity and equality and inspires a drive to learn

Deliver a broad curriculum which embraces technology and empowers students to achieve their potential and make aspirational choices

Provide clear and dedicated pathways which enable students to make meaningful progression within the institution, through traineeships, and work, and beyond

Promote and support aspirations through advantageous university choices and quality apprenticeship progression routes which observe the needs of individual students

Ensure all students have the opportunity to participate in relevant and rewarding experiences which help them progress

Work with external partners to inspire students, broaden their knowledge of opportunities, create experiences and transform all our students into members of the global community

Our successful application rate on to higher education has typically been between 75 – 85%, an achievement we are very proud of considering the starting point of so many of our students.



Working at WMSF

We try hard to create a friendly, supportive and open culture in which staff can develop and thrive. Professional development for all staff is taken seriously and many opportunities are offered both in-house and externally.

Expectations at WMSF are very high and there is constant pressure for us to perform well and to provide the high quality learning environment we promise. We have developed strong internal monitoring procedures to ensure continuing high quality, with an emphasis on developmental lesson observation.

It is very important to us that all staff enjoy working in a diverse and richly rewarding inner-city environment, with young people from a wide range of backgrounds, and those who have had an unconventional secondary schooling experience. Our existing staff are of a high calibre and very committed to the student-centred philosophy at the heart of WMSF, and we wish to further enhance our community through recruiting staff with equal commitment to our belief of 'empowerment through learning'.

It is very important to us that all staff enjoy working in a diverse and richly rewarding inner-city environment

Best wishes

Mary Berrisford

Principal



Job Description

Job Title: SENCo

Responsible to: Assistant Principal

Determine the strategic development of special educational needs (SEND policy and provision in the school

Be responsible for day-to-day operation of the SEN policy and coordination of specific provision to support individual students with SEN or a disability

Provide professional guidance to colleagues, working closely with staff, parents and other agencies

The SENCo will be expected to fulfil the responsibilities of a teacher, as set out in the Staff in Sixth Form Colleges Teaching Staff Conditions of Services Handbook.

Duties and responsibilities

1) Strategic development of SEN policy and provision

1. Have a strategic overview of provision for students with SEND or a disability across the Sixth Form, monitoring and reviewing the quality of provision
2. Contribute to Sixth Form self-evaluation, particularly with respect to provision for students with SEND or a disability
3. Make sure the SEND policy is put into practice and its objectives are reflected in the Sixth Form development plan (SDP)
4. Maintain up-to-date knowledge of national and local initiatives that may affect the Sixth Form's policy and practice
5. Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective



2) Operation of the SEND policy and coordination of provision

1. Maintain an accurate SEND register and provision map
2. Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEND support
3. Advise on the use of the Sixth Form's budget and other resources to meet students' needs effectively, including staff deployment
4. Be aware of the provision in the local offer
5. Work with previous schools, educational psychologists, health and social care professionals, and other external agencies
6. Work with LAs to secure correct funding is received for SEND students
7. Be a key point of contact for external agencies, especially the Local Authority (LA) and other feeder authorities
8. Analyse assessment data for students with SEND or a disability
9. Implement and lead intervention groups for students with SEND, and evaluate their effectiveness
10. Ensure students eligible for exam access arrangements and reasonable adjustments are assessed in a timely manner and that support is provided/ coordinated for exams.
11. Coordinate therapeutic provisions for EHCP and K SEN students across the Sixth Form (SALT, OT, physiotherapy etc)
12. Coordinate new student interviews for SEND and K SEN students
13. Arrange and facilitate external community partnerships (eg: Woodlane Partnership)



3) Support for students with SEND or a disability

1. Identify a student's SEND
2. Coordinate provision that meets the student's needs, and monitor its effectiveness
3. Secure relevant services for the student
4. Ensure records are maintained and kept up to date
5. Review the Education, Health and Care Plan (EHCP) with parents or carers, the student, Local Authority EHCP coordinator and/or other relevant professionals involved in provision and support.
6. Communicate regularly with parents or carers
7. Ensure if the student transfers to another provider, all relevant information is conveyed to it, and support a smooth transition for the student
8. Promote the student's inclusion in the Sixth Form community and access to the curriculum, facilities and extra-curricular activities
9. Work with the designated teacher for looked-after children, where a looked-after student has SEND or a disability
10. Attend vulnerable students PEP meetings and contribute as required
11. To attend events to support post 16 transfers and transitions
12. To liaise, review and write consultation responses for new SEND students



4) Leadership and management

1. Work with the Principal and Governors to ensure the Sixth Form meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
2. Prepare and review information the Governing board is required to publish
3. Contribute to the Sixth Form improvement plan and whole-Sixth Form policy
4. Identify training needs for staff and how to meet these needs
5. Lead INSET for staff
6. Share procedural information, such as the Sixth Form's SEND policy
7. Promote an ethos and culture that supports the Sixth Form's SEND policy and promotes good outcomes for students with SEND or a disability
8. Lead and manage Learning Support Assistants (LSAs), Higher Level Teaching Assistants (HLTAs), the Deputy SENCo and the Learning Support Administrator who work with students with SEND or a disability
9. Line manage Learning Support staff and lead staff appraisals, producing appraisal reports annually
10. Review staff performance on an ongoing basis

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow Sixth Form policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal.



Person Specification

Job title: SENCo

Reporting to: Assistant Principal

Qualifications and training

Qualified teacher status

National Award for SEND Coordination, or a willingness to complete it within 3 years of appointment

Degree

Access arrangements qualification (CPT3A or Level 7) preferred

Experience

Significant teaching experience

Experience of working with 16-19 year olds

Experience of working at wider leadership level

involvement in self-evaluation and development planning

Experience of conducting training/leading INSET

Experience of line management

Experience of working with outside agencies

Skills and knowledge

Sound knowledge of the SEND Code of Practice

Understanding of what makes 'quality first' teaching, and of effective intervention strategies

Ability to plan and evaluate interventions

Data analysis skills and the ability to use data to inform provision planning

Effective communication and interpersonal skills

Ability to build effective working relationships

Ability to influence and negotiate

Good record-keeping skills

Personal qualities

Commitment to getting the best outcomes for students and promoting the ethos and values of the sixth form

Commitment to equal opportunities and securing good outcomes for students with SEND or a disability

Ability to work under pressure and prioritise effectively, managing own time and tasks

Commitment to maintaining confidentiality at all times

Commitment to safeguarding and equality

Term dates for 2026-27 William Morris Sixth Form

	First Day	Half Term	Last Day	
AUTUMN 2026	Wednesday 19th August 2026	Mon 19th Oct – Fri 30th Oct 2026	Friday 18th December 2026	
SPRING 2027	Monday 4th January 2027	Mon 15th – Fri 19th February 2027	Thursday 25th March 2027	
SUMMER 2027	Monday 12th April 2027	Mon 31st May – Fri 4th June 2027	Tuesday 4th July 2027	

Safer Recruitment Information for Applicants

The information contained within this document is aimed at helping applicants understand what is required should they be asked to attend for interview.

Safeguarding Children and Young People

William Morris Sixth Form (WMSF) has a commitment to safeguard and promote the welfare of children and/or young people. We have robust processes and procedures to reduce risk and continuously promote a positive culture of safeguarding amongst our workforce. The post you are applying for involves working with children and/or young people and you will be subject to our safer recruitment process.

Pre-Employment Vetting

As part of our safer recruitment process, WMSF operates a strict pre-employment vetting procedure. All applicants will be required to undergo the checks outlined below: -

Declaration of Previous Convictions

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended makes certain regulated activity (i.e. work with children and/or young people) exempt from the Act and therefore requires individuals seeking to work with these groups to be subject to Enhanced Criminal Records Bureau Disclosure checks, amongst others. This post is classed as exempt under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended. Therefore, you are required to reveal all convictions, both spent and unspent, in your application.

Disclosure and Barring Service Check (DBS)

Successful applicants for roles involving work with children and/or young people will be required to undergo an Enhanced Disclosure and Barring Service (DBS) check, which will include a check against the Children's Barred List. In addition, for teaching roles, a Prohibition from Teaching check will be undertaken to ensure the individual is not prohibited from carrying out teaching work. All relevant pre-employment checks will be completed and satisfactorily verified prior to confirmation of appointment, in line with statutory safeguarding requirements.

Where an applicant is not normally resident in the United Kingdom, or has been resident outside the United Kingdom for more than 6 months, an additional police check will be carried out with the normal or most recent country of residence.

Qualifications/Registration with a Professional Body

If the post applied for requires a specific qualification and/or registration with a professional body, the applicant will be required to bring the original certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

References

All applicants must provide a minimum of two referees, including their most recent employer. References will be obtained and scrutinised prior to interview wherever possible.

References must:

- Confirm suitability to work with children and/or young people
- Include any disciplinary history, including safeguarding-related matters
- Provide details of any safeguarding concerns or allegations
- Confirm the reason for leaving and employment dates

The Sixth Form will only accept references obtained directly from referees and will not accept open references. Any concerns identified will be explored with the applicant prior to appointment.

In addition, we will seek references from educational establishments for those applicants with no previous employment history.

In all cases, we will contact the referee prior to the interview, except if you have specifically indicated that you would prefer us to contact them only if you are made an offer of appointment.

Eligibility to Work in the UK

We have a legal obligation to check documentary evidence to confirm that all potential employees are eligible to work in the UK.

Right to work in the UK can be validated through sight of original documents or online. When relying on original documents, these must be from the lists of acceptable documents prescribed by the Home Office. When relying on an online right-to-work check, the new employee will provide a share code inviting the employer to view their status online. The employer will download the information presented, noting by whom and when the check was completed. We will also need to confirm that the employee presenting themselves for work is indeed the individual presented through the portal.

Medical Assessment

All offers of appointment will be subject to the satisfactory outcome of Hammersmith and Fulham Council's medical assessment procedure.

Online Checks

The Sixth Form reserves the right to obtain such formal or informal background information about an applicant as is reasonable in the circumstances to determine whether they are suitable to work at the School. In accordance with paragraph 221 of KCSIE this will include online searches on shortlisted candidates. The online searches the Sixth Form carries out may include searches of internet search engines, websites and social media platforms (public online information). The Sixth Form will determine how it approaches online searches on a case by case basis. However, all applicants for a role at the Sixth Form will be treated consistently with regard to online searches.

