



GRACE COLLEGE

Emmanuel Schools Foundation

SENCO (Senior Management Team)

VALUED, CHALLENGED, INSPIRED

VALUED, CHALLENGED, INSPIRED

READING FOR UNDERSTANDING

READING FOR KNOWLEDGE

READING FOR INFORMATION

READING FOR CHALLENGE

READING FOR ADVENTURE

READING FOR KNOWLEDGE

READING FOR UNDERSTANDING

READING FOR CHALLENGE

“Reading is the gateway skill that makes all other learning possible. If you know how to read then the whole world opens up to you.”

“One child, one teacher, one book, one pen can change the world.”
Malala Yousafzai

“Books are a friend, books are an escape, books are a means to empowerment and books are a means to understanding yourself. They are everything.”

Emma Watson

“The more you read, the more you will know, the more you will learn, the more places you will go.”

Dr Seuss

“Men without books are like fish without a soul.”
Marcus Tullius Cicero



WELCOME

Dear Applicant,

Thank you for your interest in applying for the post of SENCO (Senior Management Team) at Grace College.

We believe Grace College is a fantastic place to learn and teach. We're looking for someone who sees education as a holistic endeavour where we can develop both academic strength but also a young person's character through a high quality and inclusive offer.

Grace College is a Christian ethos school that welcomes everyone, no matter their background, faith or ability. We focus not just on great teaching but also on developing character, helping students grow into well rounded individuals.

I am looking for an experienced and committed senior leader who can confidently lead the SEND provision at Grace College. The successful applicant should have strong expertise in this area of school leadership and be someone who is committed to giving students the best opportunities in life no matter their starting point or barriers to learning .

We want Grace College to be a place where staff feel excited to teach and work and enjoy working with both students and colleagues. To do so they need the right skills and expertise to ensure they can teach in an adaptive way, meeting the needs of all students. Therefore, the successful candidate needs to be committed and equipped

to not only develop student focused provision but also develop staff professionally and give them the tools so that they can confidently meet the needs of all students.

As with many schools regionally and nationally the young people we serve have an increasing number of barriers to learning and we have seen an increase in all four broad areas of need in our student cohort. We are looking for a leader who will work strategically with senior colleagues, teaching staff and support staff to ensure that we have the best possible provision for all students and that they made progress in line or above national averages.

We are ambitious for all students and seek to help them their personal best and Grace College is on a significant school improvement journey. In the summer students achieved the best results in the school's history. Whilst these results represent a significant improvement our ambition to see all students achieve their best means that we are looking to appoint a SENCO who can ensure our staff and students have the tools they need to flourish.

If this sounds like the right fit for you, we would love to hear from you.

Rachael Hooker
Principal

MISSION

CHARACTER EDUCATION

We build good character. We learn about good character, why it matters and how to develop it.

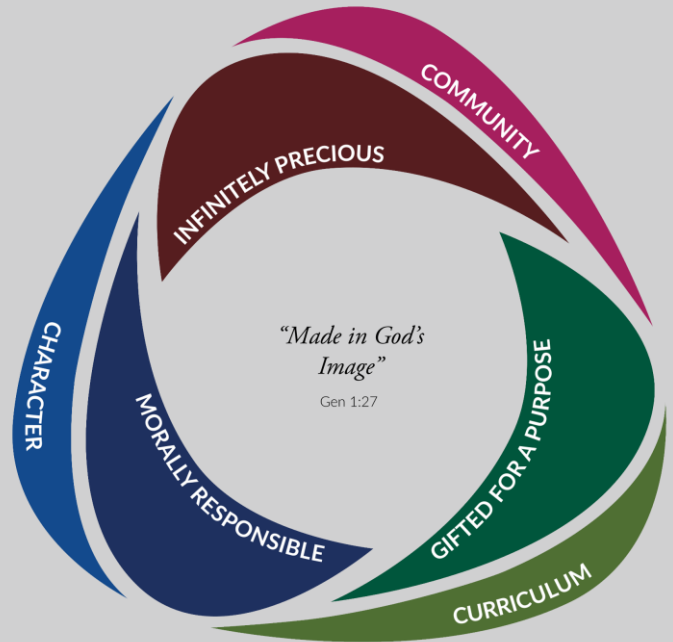
CURRICULUM EXCELLENCE

We are determined to achieve a personal best. We provide a broad ambitious curriculum that ensures excellent student learning, progress and future destinations.

COMMUNITY ENGAGEMENT

We serve with gratitude. We use our gifts to benefit the community and the environment.

OUR CORE VIRTUES





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ALL PEOPLE ARE INFINITELY
PRECIOUS, MORALLY
RESPONSIBLE AND GIFTED
FOR A PURPOSE”

THE ROLE

The SENCO is responsible to the Principal for:

Ensuring that provision for students with additional needs is high quality and inclusive, with a specific focus on:

- oversight, co-ordination, development and evaluation of SEND Policy and Practice across the school ensuring that the SEND Code of Practice is implemented effectively and resourced appropriately and monitoring the use of funding and resources allocated to students with SEND;
- oversight and line management of the provision provided by the SEND department, including accurate recording keeping and ensuring that they provide high impact support and intervention to children with additional needs;
- ensure that the college works effectively with all outside agencies, key professionals and parents and carers to ensure that provision is well communicated to all involved in a child's care and review of provision is regular with the impact monitored regularly including referrals for EHCP's.

Ensuring that students with additional needs make at least expected progress, with a specific focus on:

- ensure that the curriculum is designed to give all learners, particularly those with special educational needs and/or disabilities (SEND) the knowledge they need, monitoring the implementation or provision for students with additional needs is consistent across the college;
- ensure the specific needs of students with additional needs are understood by all staff through the leadership of CPD so that staff improve their practice and take responsibility for removing barriers to participation and learning in their classroom. Contribute as appropriate to the school's Early Career Teacher Framework and new staff induction;
- to ensure that all necessary provision is put in place for examinations (external and internal) so that students with additional needs can access them fully.

Ensure that students with additional needs are not disproportionately at risk of academic underperformance, school exclusion or nonattendance, with a specific focus on:

- Carrying out regular quality assurance of teaching so that we know that adaptive and inclusive teaching is meeting the needs of all students;
- assessing individual students need using the internal multi disciplinary approach of need assessment, identifying and implementing appropriate and effective strategies to promote inclusion;
- attend exclusion meetings for students with additional needs and supporting teachers and pastoral staff to assess if further support and intervention for a student is required.

The SENCO is responsible for ensuring there is a culture of high expectations and inclusive practice for all students with additional needs. Although the SENCO will engage directly in the provision of child protection work in the college the SENCO will be aware that students with additional needs and those with a disability are at greater risk of abuse and harm as such may contribute to child protection meetings when required and will engage in level 3 safeguarding update training as required.

THE PERSON

We aim to enhance support for SEND students by adopting an innovative and effective approach, ensuring all students reach their fullest potential through the very best adaptive and quality first teaching and where appropriate tailored individual provisions.

To achieve this, we want to continue to develop the skill and knowledge of our teaching staff and the SEND team so that:

- support staff can provide excellent classroom support for students;
- ensure teaching staff are leaders of learning for all students and plan learning so that students can engage fully;
- the SEND team develop and evaluate effective interventions;

This role demands a deep understanding of students on the SEND register and a commitment to being or becoming high qualified on pedagogical training for various specialist needs.

The successful candidate will be a people person capable of ensuring all staff feel able to support students with a wide range of needs. They must be able to communicate competently and sensitively with parents. They will be intuitive to the needs of students and able to find solutions to support students with complex needs. They will be firm yet understanding with students who are struggling to regulate, providing a calm and safe environment to enable all students to thrive through the delivery of high quality of provision which aims to ensure all students can remain in the classroom with their teacher.

The role will demand excellent classroom management skills which seek to support and encourage students,

whatever their ability or stage of learning so that the successful candidate can role model these to other staff. They will also need to be a strong team player and work collaboratively with a variety of members of staff.

Whilst relevant experience and qualifications are valuable, we place significant value and importance upon personal qualities and convictions that align with this demanding role.

There is no requirement that individual members of staff should be Christians, but it is essential however that all staff understand and enthusiastically support our mission, ethos and values.

If, prior to submitting your application, you wish to visit Grace College to find out more about the role and the College, then you would be most welcome.

PERSON SPECIFICATION

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) with good honours degree • NPQ in SEND / National Award for SEN Coordination (or equivalent) is essential 	<ul style="list-style-type: none"> • Designated Safeguarding Lead (DSL) training (or willingness to complete) • Evidence of continued CPD • M.A. SEND • Level 7 qualification in Assessing for Access Arrangements Specialist Assessment or qualified specialist assessor • Level 7 qualification in Specific Learning Difficulties (SpLD)
Experience	<ul style="list-style-type: none"> • Proven experience as a SENCO or in a similar leadership role with an ability to demonstrate impact of leadership on SEND outcomes and/or provision. • Experience conducting specialist assessments and recommending EAAs • Experience in working with pupils across the secondary age range 	<ul style="list-style-type: none"> • Knowledge of primary KS2 framework and curriculum to support the bridging of the gap between primary and secondary and building intervention for those not secondary ready
Knowledge, skills and abilities.	<ul style="list-style-type: none"> • Experience of teaching and/or supporting a wide range of ages and abilities • Have strong practical knowledge of Microsoft Office, particularly Excel for data handling, Word for document creation, and PowerPoint for presentations. • Excellent file management and record keeping. • Monitor and evaluate standards of own and others teaching and learning, identifying areas for improvement and be able to work with staff to improve their teaching. • Able to teach and ensure the most vulnerable students make progress. • The resilience, drive, strength of character and sense of both humour and perspective to thrive in a fast-paced, demanding and ambitious environment • Excellent organisational skills and flexibility • Reliability, energy, integrity, resilience, and enthusiasm • Ability to form good relationships with staff, students, parents and stakeholders. • Ability to work well in independently as well as in a supportive team • Versatility and adaptability • Someone who understands children and their specific learning needs and wants the very best for them academically whilst being fully committed to their safety and well-being • An enthusiastic, committed and motivated contributor to the wider activities of the department and school 	

A photograph of four students in school uniforms sitting at a long desk in a computer lab. The student in the foreground is a girl with a long braid, looking towards the right. Next to her is a boy looking at the camera with a slight smile. Behind him are two other boys, one looking down at his keyboard and the other further back looking at a monitor. They are all using desktop computers with keyboards and mice. The background shows more desks and monitors, suggesting a large classroom or computer lab setting.

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SUPPORTING STUDENTS
AND STAFF TO BECOME
THE PERSON THEY HAVE
THE POTENTIAL TO BE”

STUDENT DEVELOPMENT

We consider the development of each young person's character to be a vital part of what we do at Grace College. We do not want to simply develop compliance to a set of rules but teach young people how to have self-control and do what is right when no one is watching. Therefore, character development is one of the five themes of our personal development programme:

1. Relationships
2. Health and Wellbeing
3. Character
4. Rights and responsibilities
5. Futures

Students have dedicated time each week in their timetable in which the taught curriculum is delivered by their tutor. They also have an assembly each week led by the Heads of House where personal development and student support topics are covered.

However, personal development is so much more than the taught curriculum and we believe in providing a wealth of opportunities for young people to develop their talents, interests and passions. We offer an extensive after school co-curricular programme that we are seeking to grow further. Outdoor education experiences are offered to students in year 7 and 8 preparing them to consider signing up for the Duke of Edinburgh's award in year 9. We have committed to running an affordable residential for all students in year 7 and are developing this for year 8 students. In year 7 students will have the opportunity to attend Camp Grace, a 4-day camping experience in Edinburgh, we have now run this experience for two years and it is a highlight of the year long transition for year 7 students. Last year we also introduced an annual tradition of whole college events including the Christmas Carol Service, Easter Service, Sports Day at Gateshead Stadium and Presentation Evening at The Glasshouse, Gateshead. Our music and performing arts department offers annual events performances as well as LAMDA and peripatetic tuition for students, which participation in is growing every year.

Our four houses: Butler, Stephenson, Cookson and Swan are all lead by a Head of House and they also organise a range of house events each term as well as organising and promoting wider opportunities for students to engage in so that there is something special happening in college every day.



BUTLER HOUSE



COOKSON HOUSE



STEPHENSON HOUSE



SWAN HOUSE



SUPPORT

Investing in the development and growth of staff is something we believe passionately about. In doing so we seek to see the flourishing of all staff. Staff who are thriving support students to do the same, we therefore seek to do all we can to support staff in the endeavour of being an exceptional classroom practitioner.

All colleagues have access to a well-structured programme of continuous professional learning and have the option to pursue a National Professional Qualification through a national provider. Each member of staff has a

line manager who is committed to their colleagues development, as well as being deeply interested in their wellbeing.

In addition to the normal remuneration package, which includes a contributory pension scheme, company sick pay, and maternity/paternity leave, Grace College staff also receive additional benefits. These include, a daily lunch allowance, free parking on site, and access to Care First, a free, confidential and independent resource available to all staff.

ACADEMIC EXCELLENCE

The Grace College curriculum is designed so that our students:

1. Acquire knowledge and skills for a purpose and gain a solid understanding of the world in which they will live.
2. Cultivate a strong character and the intellectual discipline to discern truth and apply their knowledge correctly.
3. The Grace College curriculum is knowledge rich, where knowledge is defined as ‘that which we believe to be true’ and the curriculum, ‘what we choose to teach in disciplinary areas’

Within this curriculum knowledge is that starting point for students understanding and application of any given body of knowledge. In this context we define application as how students utilise the knowledge to demonstrate their learning, including key disciplinary skills.

The Grace College curriculum is a coherent curriculum. It is designed so that students are given the opportunity to encounter and learn knowledge at a point in their progress which enables them to make sense of the wider world in the subject of study. In each unit of a subject curriculum ‘threshold concepts’ are identified. These ideas are essential to understanding if a student is to progress.

The Grace College curriculum is purposeful. We believe that the pursuit of knowledge and wisdom is valuable in and of itself. Furthermore, we believe that learning is a way to address disadvantage as we seek to understand the world around and beyond our students. Therefore, our curriculum seeks to equip students to thrive in their own lives and to actively seek to serve others.



APPLICATION DETAILS

Vacancy Details

Salary: Leadership Spine SCP 8-12 (£61,555-£67,922)

Start date: January 2026

Location: Grace College

Working Terms: You will be required to be at Grace College between at least 08:00am until 4.00pm Monday to Friday each week during term-time plus 10 days outside of term time to be mutually agreed with the Principal.

Deadline

Closing date: 10th December 2025

Interviews to be held: 15th December 2025

If applicants would like to visit the school, please contact enquiries@gracecollege.org.uk

How to apply:

For further information, please visit www.esf-web.org.uk or call HR on **0191 442 2000** or . A CV may be submitted to supplement your application but will not be accepted instead of a completed on-line application

APPLY ONLINE HERE

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post will involve daily contact with children and is subject to an enhanced DBS check. In addition, as part of the shortlisting process, and in accordance with statutory guidance, we may carry out an online search (for publicly available material) to help identify any incidents or issues that have happened which we may want to explore with shortlisted applicants at interview.

Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements or expectation.

