

High Expectations  
and Aspirations

## Candidate Information



**Light Hall School**

*The best from everyone, all of the time.*

**SENDCO**

**Grade L1- L5**

# Introduction from the Headteacher

I am delighted that you are interested in this key post of SENDCO at Light Hall School.

Light Hall School is a very special place, our students are friendly, enthusiastic and eager to learn. Our staff are caring, supportive and completely committed to ensuring that every child achieves their very best.

This is an excellent opportunity to gain experience working within an enthusiastic and experienced team in a happy, harmonious school. You will have the commitment and passion to find the true potential in every one of our students. We have a team of dedicated and hardworking teachers, Lead Practitioners and an experienced leadership team, to support you.

Our Sixth form opened last year. This brings with it numerous opportunities for continued development.

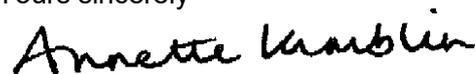
The enclosed information should give you a flavour of Light Hall. Do please come and visit us if you would like to know more.

To arrange a visit to the school, please contact Anna Williams, HR, Cover and Office Manager on 0121 746 5060 or email [awilliams@lighthall.co.uk](mailto:awilliams@lighthall.co.uk)

To apply please write a letter of application (2 sides of A4 - maximum), which explains how you can fulfil the person specification and what you will bring to the role, together with completing all questions on the application form. Please remember to include contact details of two referees, one of whom should be your current/most recent Headteacher (if applicable). This should be emailed to [HR@lighthall.co.uk](mailto:HR@lighthall.co.uk)

We look forward to hearing from you.

Yours sincerely



**Annette Kimblin**  
Headteacher



*Light Hall School is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.*

**An enhanced DBS check is required for all successful applicant**

# Our Ethos & Values

Light Hall School is very special place, our students are friendly, enthusiastic and eager to learn. They are at the heart of all we do. Our staff are caring, supportive and completely committed to ensuring that every child achieves their very best with us, no matter what their starting point.

Our aim is that every student leaves us, not only having achieved their full potential academically, but with a lifelong love of learning, a sound moral compass and high aspirations and expectations of themselves.

Care and respect for others and our environment are the given norm at Light Hall and there is an expectation that everyone will participate actively and positively in the life of our learning community. The numerous opportunities and experiences we offer, aim to equip every student with the skills, knowledge and confidence they need to become valued and successful members of society.

The leaves of the Light Hall tree in our emblem stand for each of our core values. They are: excellence in all we do, love of learning, sound moral compass, care and respect, Active participation and high aspirations and expectations.



## Excellence, High Aspirations and Expectations

We strive for excellence in all that we do at Light Hall. Our motto, "The best from everyone, all of the time" informs the way we work and play. We believe that every student, with the right mind-set and a willingness to work hard and learn from their mistakes, can and will achieve great things. Our dedicated teachers motivate students to aim high and encourage every student to exceed their own expectations.

## Love of Learning

Learning is our core purpose. At Light Hall School we structure learning to excite our students' curiosity and to inspire them to become successful, lifelong, independent learners. Our teachers are enthusiastic and extremely passionate about their subjects, spending considerable time planning interesting lessons, so that their love of their subject is passed on to the students.

## Sound Moral Compass, Care and Respect

Our students at Light Hall are our greatest asset and it is a privilege to work with them. We expect very high standards of behaviour and courtesy, both in and out of the classroom and we encourage our students to be aware of the needs of everyone in the immediate and wider community.

## Active Participation

We are an inclusive school which offers the very best opportunities for all our students. Our dedicated team of teachers and support staff pride themselves on offering a safe, caring and happy environment in which students can learn and develop and are confident that we are preparing them well for the future. Our pastoral support team is extensive and has as its mission to ensure that every student feels valued and that their achievements, both academic and personal, are recognised. At Light Hall we recognise that students thrive when offered additional experiences outside of school. Education goes beyond the reaches of the classroom and we believe that young people can learn a great deal by taking part in educational visits and activities away from school and home



**Our  
School**



## Introduction to Light Hall School

We are a co-educational comprehensive of 1200 students aged 11-18, located to the west of Solihull Town centre in the district of Shirley. We draw students from Solihull and Birmingham. Our intake has a broad mix of both attainment and socio-economic backgrounds.

Our Sixth Form opened in September 2024.

We have an excellent staff team. Each individual, be they teacher or support staff, is committed and hard working. Our students are enthusiastic and friendly. They are respectful, polite and very well mannered. Relationships between students and staff are highly positive.

In our annual surveys, both parents and students rate the school highly.

The school has doubled in size since it was first built and enjoys an excellent setting. It has good sporting facilities and has developed a community ethos within the area that it serves.



# The Life of the School



## Pastoral Care

Light Hall School is a very friendly and welcoming place for both students and staff. Students feel cared for and relationships between students, and between staff and students, are overwhelmingly positive.

The pastoral system is centred on the form tutor, the head of Key Stage 3, 4 and 5, the Progress and Development Leader and the non-teaching pastoral manager.

Almost every member of staff is involved in the pastoral system in some way. The house system contributes to this too, providing links between students of different ages and healthy competition in a wide range of activities. A small sample of these include the visual arts, "Dragon's Den" enterprise cup, cake bakes, "Light Hall's Got Talent", dance, basketball, cricket, rounders, netball and football.

## Academic and Extra Curricular Life

Our broad and balanced curriculum is delivered through a three year Key Stage three and a two year Key Stage four, to ensure that students have time to develop the depth of their knowledge and skills in their GCSE subjects. The majority of students follow the Ebacc route. All students study Life and Morality (Religious Education) to GCSE level.

In addition to striving for excellence in academic study, our provision aims to prepare our students for life beyond Light Hall. Our curriculum, which incorporates PSHE and SMSC, makes a strong contribution to our students' personal development and welfare. This is enhanced by a weekly programme of extracurricular activities, which includes after school sports, drama and musical activities, as well as a variety of subject enrichment clubs. The house system also provides many opportunities for students to participate in a variety of different activities and charity events. Careers and work related learning are promoted in every year group and are very strong.



## Facilities

We are fortunate to have a high quality learning environment at Light Hall with the latest technologies to enhance the curriculum.

Our modern classroom facilities help to provide greater variety in teaching methods and therefore make learning more effective.

Opportunities to nurture independent learning skills are provided through our virtual learning environment.

Our vibrant and welcoming library supports learning throughout the school. It is well stocked, has good ICT facilities and provides high quality services to everyone.

Our purpose built drama studio, music rooms and state of the art recording studio support our extensive extra-curricular programme. In addition to this we have excellent sporting facilities, including tennis courts, sports hall, fitness room and an astro-turf.



## Working at Light Hall

Our staff team are friendly and welcoming. Here at Light Hall School we pride ourselves on providing a full range of CPD opportunities to support all staff to continually deliver the best in all they do.

Our Teaching & Learning CPD takes many forms such as department meetings where staff have regular time to meet with each other, plan and share resources, personalised coaching and research groups.

In order to support our middle leaders to keep abreast of developments in their subject areas and share good practice, we have a rolling CPD programme where middle leaders regularly meet with their counterparts in neighbouring schools.

We also have a full induction programme for our ECTs and have continuous opportunities for those wanting to develop their leadership potential.

## School Results

	2025	2024	2023
<b>Attainment 8</b>	49.9	46.8	44.5
<b>% 5+ in English/Maths</b>	58%	44%	43%
<b>% 4+ in English/Maths</b>	76%	71%	64%

# The Role: SENDO

## The Vacancy

The vacancy is an excellent opportunity to gain further experience in SEND. The successful candidate will be required for a full time position starting in September 2026.



## SEND Department

The SEND department is based in a separate area of the school called the Hive. The team consists of a SENDCO, Assistant SENDCO, 9 Learning Support Assistants, two Hive Managers and a SEND administrator. We are fortunate to have expertise in dyslexia, autism spectrum conditions, and speech, language, and communication needs. Many of our team have qualifications in learning support and receive ongoing professional development in SEND. As the SEND leader, you will be joining an experienced group of Learning Support Assistants who work closely as a team.

We currently support 25 students with EHCPs from Year 7–13. Parents are very grateful for the support their children receive, and the pupils enjoy coming into school. Attendance is strong, and students participate well in lessons and school activities. They have developed positive relationships with both staff and peers, contributing to a supportive and inclusive school environment.

***Light Hall School is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.***

# Staff Wellbeing and Benefits

- **Staff Induction** - when you start working at Light Hall, we will provide you with a full induction programme with resources and information to help you settle into your new role. You will be able to access key training to enable you to work safely in your new role.
- **Continuous Professional Development and Learning** - we are committed to ensuring staff are equipped with the skills and knowledge for their role and for their future development and progression. This includes access to learning both in school and out of school to support teacher effectiveness.
- **Performance Development Reviews** – these conversations will take place each term and you will have an end of year review focusing on your achievements, learning and wellbeing.
- **Collaborative and Supportive Culture** – we celebrate that we are all part of a team with the aim of doing our best for students.
- **Competitive Salary and Pension Schemes** – staff salaries and pay awards are applied in line with national pay awards and we provide incremental pay progression. We offer teachers access to the Teachers' Pension Scheme and support staff access to the Local Government Pension Scheme.
- **Unlimited Counselling** – free and confidential, for any reason or life event affecting your mental health.
- **24 Hour GP Consultations** – available 365 days a year for staff and their children. Prescriptions can be sent directly by email or phone. Staff can access this service when they are abroad or on holiday.
- **Confidential Nursing Support** - direct access to an external nursing team for wellbeing and health related advice.
- **Free Physiotherapy** – you can be placed with a local physiotherapist within a week at a private physiotherapy clinic of your choice, free of charge and at a convenient time.
- **Discounted Health Cash Plan** – we are registered with the Birmingham Hospital Saturday Fund, known as BHSF, a not-for-profit health insurer which enables staff to receive cash payments towards everyday healthcare costs including dental treatment, eyesight tests, new glasses or contact lenses, and professional therapy treatments.
- **On-Site Gym** – we have a small on site gym that staff can use before or after school hours.
- **Reduced Marking Load** - we have recently undertaken a review of marking and as a result reduced the marking load for our staff, freeing up essential time to spend on planning high quality lessons and formative assessment strategies.

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# Job Description

**Job Title:** SENDCO  
**Responsible to:** Deputy Headteacher

## Light Hall School Purpose

Light Hall School is committed to providing an excellent education for every student in its care. Mutual respect, high expectations and a relentless focus on progress are the expected norm. Professional development and support will be offered to all, to ensure that staff have the necessary skills and knowledge to meet the Teachers Standards.

## Key purpose of this post

The SENDCO will, under the direction of the Deputy Headteacher, provide professional guidance to colleagues, working closely with staff across the school, parents and other agencies. The SENDCO will lead on SEND and raise levels of achievement for all students with a particular focus on those with additional needs. This is a public facing role and the post holder must be able to communicate confidently and fluently.

## Duties and responsibilities

### **Operation of the SEND policy and co-ordination of provision**

- Make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists
- Develop and oversee the implementation of the school's SEN strategy and policy
- Evaluate the effectiveness of provision.
- Liaise with other schools to ensure continuity of support and learning when transferring SEND students.
- Analyse school, local and national data and develop appropriate strategies and interventions
- Organise and coordinate the work of outside agencies
- Organise regular reviews of pupil profiles and annual reviews of EHC plans, including Transitional Reviews and disseminate information to staff.
- Line Manager or the Headteacher may determine as reasonably falling within the role.

### **Strategic development of SEND policy and provision**

- Evaluate whether funding is being used effectively and propose changes to make use of funding more effective.
- Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment.
- Manage and advise on the school budget and resources for SEN provision
- Work closely with the Assistant Headteacher for Inclusion to ensure high quality provision for students requiring learning support
- Keep up to date with national and local policies related to SEN and cascade information to colleagues.

### **Support for students with SEN or a disability**

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- Coordinate provision that meets the needs of our EAL students and monitor its effectiveness
- Work with the Careers Lead to ensure provision for SEND students
- Take an active part in the promotion and delivery of out of hours enrichment activities

### **Teaching and learning**

- Identify and adopt the most effective teaching approaches for SEND students.
- Monitor teaching and learning activities to meet the needs of SEND students.
- Promote quality first teaching
- Assess children who have long or short-term learning difficulties and work with colleagues to identify individual pupils' special needs
- Implement specific interventions
- Develop and advise on schemes of work, resources, teaching and learning strategies
- Develop and disseminate teaching and learning expertise in SEND teaching  
Draw up timetables for support and intervention after consultation with staff concerned
- Oversee arrangements for the administration of annual reading tests, CAT tests, arranging literacy support for those with low reading ages and retesting as necessary
- Provide advice, guidance and training to classroom teachers on supporting pupils with SEND
- Support teachers to develop appropriate learning programmes for pupils with SEND
- Ensure that access arrangements are applied for and put in to place where appropriate
- Teach individuals, small groups and classes of students as appropriate
- Contribute to the monitoring of the effective use of resources, appropriate teaching and learning activities and target setting to meet students additional needs
- Ensure effective development of student literacy, numeracy and ICT skills in all learning situations.
- Ensure development of students individual and collaborative study skills necessary for them to become independent students.
- Liaise with primary feeder schools for transition arrangements for potential new students Attend Year 6 annual reviews where practicable to ensure clear understanding of students' needs and a smooth transition to Light Hall School.

### **Recording and assessment**

- Work to agreed targets for raising achievement among SEND students and other groups as appropriate.
- Collect and interpret specialist assessment and performance data and share with other staff and Governors as appropriate. Set up systems for identifying SEND, and assessing and reviewing SEND provision. This includes creating and monitoring EHC plans, provision maps with teachers and learning support assistants.
- Keep parents informed about their child's progress through individual review meetings and at parents' evenings.
- As necessary, prepare applications for EHC Plans; co-ordinate and attend annual reviews.
- Create pupil profiles as necessary
- Maintain SEND register.
- Develop and maintain systems for keeping pupil records, ensuring information is accurate and up to date

### **Leadership and management**

- Lead staff appraisals and produce appraisal reports

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- Ensure all members of staff are able to recognise and fulfil their statutory responsibilities to SEND students.
- Provide training opportunities for learning support assistants and teachers to learn about Inclusion, including whole-school in-service training.
- Disseminate good practice in Inclusion across the school.
- Work with the Headteacher and Governors on the strategic development of SEND and Inclusion, including reviewing and formulating appropriate policies.
- Be responsible for the supervision and organisation of learning support assistants, including their appraisal.
- Support pupil progress meetings, recording agreed provision within provision maps.
- Be involved in the appointment of Learning Support Assistants.
- Work with the Headteacher and other key staff on developing the effectiveness of transition arrangements
- Liaise with the Educational Psychology service and other specialist and support agencies.
- Attend appropriate training, CPD and conferences and provide feedback to colleagues.
- Lead CPD on inclusion matters as needed across the school.
- Liaise with Heads of Faculty and all teachers in the successful deployment of learning support assistants within key stages and year groups.
- Undertake SEND self-evaluation, contributing to the SEF and improvement plan and planning for continuous improvement in inclusion practice
- Model good practice in teaching students with SEND including those with severe complex needs.

*Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not an exhaustive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role.*

*In accordance with Department for Education statutory guidance 'Keeping Children Safe in Education (KCSiE), Light Hall will conduct an online search of publicly available information as part of due diligence in the recruitment process. The outcome of an online search will be used only to meet the intended purpose of the KCSiE guidance, in relation to whether an applicant is suitable to work with children and young people.*

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# Person Specification

The following person specification indicates those areas of skills and personal characteristics, qualifications, training and experience that are either desirable or essential.

Qualifications	Essential	Desirable	Method of Assessment	
Qualified Teacher Status (secondary age range)	✓		<ul style="list-style-type: none"> <li>Application form</li> </ul>	
Evidence of further study beyond degree		✓		
National SENDCO qualification		✓		
Degree in an appropriate subject	✓			
<b>Experience</b>				
Teaching at KS3, KS4 & KS5	✓		<ul style="list-style-type: none"> <li>Application form</li> <li>Letter</li> <li>Interview</li> </ul>	
Assessment at KS3, KS4 & KS5		✓		
Experience of raising attainment for students	✓			
Experience of pastoral care	✓			
Experience of implementing and maintaining effective behaviour management strategies and supporting staff with behaviour management		✓		
Up to date knowledge and of the code of practice and the statutory processes in place for SEND students, and up to date experience of recent developments in government thinking for SEND support.	✓			
Knowledge of how children think and learn and what young people with Social, Emotional and Behavioural difficulties experience	✓			
Performance management experience		✓		
Evidence of improving the teaching and learning through schemes of work and extra-curricular activities		✓		
<b>Professional Development</b>				
Evidence of recent relevant professional development	✓		<ul style="list-style-type: none"> <li>Application form</li> <li>Letter</li> <li>Interview</li> </ul>	
<b>Skills and abilities</b>				
Demonstrate high expectations which inspire, enthuse, motivate, and challenge students to achieve their best:	✓		<ul style="list-style-type: none"> <li>Letter</li> <li>Interview</li> <li>Interview tasks</li> <li>References</li> </ul>	
Excellent classroom teacher	✓			
Excellent behaviour management skills	✓			
Ability to tailor lessons to student needs	✓			
Ability to use assessment data to generate appropriate and effective intervention work	✓			
Demonstrate a strategic and creative approach to problem solving	✓			
Ability to build and maintain effective relationships through excellent interpersonal skills	✓			
Demonstrate excellent communication skills (verbally and written)	✓			
Ability to develop effective teamwork	✓			
Demonstrate inclusive approach to education	✓			
Ability to work under pressure, maintaining a high sense of perspective	✓			
Ability to manage own time effectively	✓			
Commitment to regular and on-going professional development	✓			
<b>Personal Qualities</b>				
Professional, enterprising	✓			<ul style="list-style-type: none"> <li>Interview</li> <li>References</li> </ul>
Outgoing, approachable, inclusive	✓			
Positive, adaptable	✓			
Energetic and enthusiastic	✓			
Self motivated, self confident, reliable	✓			
Generosity of spirit, sense of humour	✓			
Committed to improving outcomes for all students	✓			
Team player	✓			

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