



## Special Educational Needs and Disabilities Co-ordinator (SENDCo)

**School:** Ipsley C of E Middle School

**Contract:** Maternity Cover

**Salary:** Teacher main scale + TLR 2b (£5,872.00)

**Start date:** 1st September 2026 to July 2027

**Closing date:** 9.00am on Monday 18<sup>th</sup> May 2026

# ADVERT

We are seeking to appoint a Special Educational Needs and Disabilities Co-ordinator (SENDCo) to cover a maternity vacancy, under the direction of the Vice Principal. The successful candidate will be passionate about inclusion, advocacy and high expectations for young people.

You will be well supported by a non-teaching SEND Support Manager and a non-teaching Education, Health and Care Plan Manager, alongside a fantastic team of Achievement Assistants who work across our middle school to support young people with SEND. You will form a key member of our Inclusion Team, which brings together our Behaviour and Wellbeing Leaders, Year/Phase Leaders and safeguarding team to support all pupils to flourish and thrive in Team Ipsley.

This is a brilliant opportunity for a current or aspiring SENDCo to work within a well-established, knowledgeable and highly supportive team, and to collaborate with a Multi-Academy Trust committed to a culture of inclusion, aspiration and the strongest possible outcomes for all young people.

By joining us at Ipsley, you will become part of a team which prides itself on ensuring that all can become the best versions of themselves through being ambitious, courageous and kind. Lived Christian values make the school a warm and welcoming place to learn and work, with a strong team ethos and shared purpose. Ipsley is oversubscribed and has worked hard to ensure outcomes are in line with national averages.

Ipsley C of E Middle School belongs to the Central Region Schools Trust. There are strong working relationships between the CRST schools in the local pyramid and across the Trust, from co-constructing curriculum overviews to sharing some operations staff. This structure provides school leaders with the exciting opportunity to contribute to the education and development of children through the entirety of their formal education. Transition into the high school (where KS3 is completed) is vitally important and the successful candidate will work closely with the High school and the other middle school in our pyramid. Central Region Schools Trust is committed to the continued development and growth of all staff, including school leaders.

Tours of the school or telephone discussions about the role are welcomed and can be arranged by contacting Yvette Wigg via email: [ywigg@crst.org.uk](mailto:ywigg@crst.org.uk)

## **How to Apply**

Visit the school website for details on how to apply [www.ipsleyschool.org.uk](http://www.ipsleyschool.org.uk)

**We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate is required to undergo an Enhanced DBS check with Children's barred list. All shortlisted candidates will be subject to an online check.**

Central Regions Schools Trust – Social Justice through Exceptional Schools'

# Job Description

**Job Title: SENDCo MAT Cover**

**Reporting to: Vice Principal**

**Location: Ipsley C of E Middle School**

## Job Purpose

- To lead support and provision for pupils with additional needs and/or disabilities
- To support the teachers, Achievement Assistants and other staff with their responsibility to deliver inclusive quality-first teaching and support for the development and education of children with additional needs/disabilities
- To support the teachers, Achievement Assistants and other staff with their responsibility to deliver targeted, impactful interventions to diminish the differences between pupils with additional needs/disabilities and their peers
- To manage deployment of specialist and external agencies to support inclusion for pupils with additional needs and disabilities under direction of the Vice Principal
- To support the best possible outcomes for pupils with additional needs and disabilities
- To lead the Achievement Assistant team
- To undertake occasional "Learning Supervision", i.e. supervise whole classes occasionally during the short-term absence of teachers.

## Specific Duties

Under the direction of the Vice Principal, the Special Educational Needs and Disabilities Co-ordinator will:

- Lead provision in line with the SEN information report, under direction of the Vice Principal
- Lead on the identification and assessment of additional needs,
- Plan appropriate universal, targeted and specialist interventions and support
- Lead on implementing universal, targeted and specialist interventions and support, including effective quality assurance, under direction of the Vice Principal
- Review universal, targeted and specialist interventions and support for pupils
- Implement the graduated approach, in line with the academy 'wave' model, to ensure all pupils with additional needs receive appropriate support to maximise inclusion and pupil outcomes
- Lead CPD for teachers, middle leaders, Achievement Assistants and other staff in line with academy improvement priorities
- Use joined-up working principles to ensure strong professional partnerships between internal and external agencies in a multi-agency approach, including parents/carers
- Lead on applications for statutory assessment
- Lead oversight of high-quality provision and support for pupils with Education, Health and Care Plans, including chairing annual reviews where appropriate
- Lead provision for pupils with complex medical needs and/or physical difficulties, including delivery of the accessibility plan under supervision of the Senior Assistant Principal/SENCo
- Attend and actively participate in SEN Forum meetings and Filter Meetings to advocate, support and review provision for pupils with additional needs
- Quality assure the Achievement Assistant team to maximise impact

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- Monitor the additional needs budget appropriately, under direction of the Vice Principal
- Participate in parents' evenings, new intake evenings and other events as required
- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to the appropriate/designated person
- Engage with SEN Trust co-designs, professional networks/clusters and appropriate CPD to ensure continued professional development in line with academy improvement priorities
- To participate in the school's emergency response arrangements as directed by the designated officer

### **Other Duties**

- To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training.
- To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this role.
- Any other duties commensurate with the grade in order to ensure the smooth running of the school.
- To undertake health and safety duties commensurate with the post and/or as detailed in the Directorate's Health & Safety Policy.
- To attend school training days as required.

### **Notes:**

- The Governing Body reserves the right to alter the content of this Job Description, after consultation, to reflect changes to the job or services provided, without altering the general character or level of responsibility.
- The duties described in the Job Description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Academies Equal Opportunities Policy.

# Person Specification

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>A degree or equivalent</li> <li>Evidence of further professional development in the area of SEN and Inclusion</li> <li>Qualified teaching status</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Further Professional Development in preparation for middle/senior management</li> <li>National Award of in SEN Co-ordination</li> <li>Diagnostic assessment/access arrangement specialist assessor (level 7) qualification</li> </ul>

Criteria	Essential	Desirable
Personal	<ul style="list-style-type: none"> <li>The ability to communicate effectively and sensitively with a variety of audiences both verbally and in writing</li> <li>The ability to manage, motivate and inspire children and staff to strive for excellence</li> <li>A proven good attendance record</li> <li>Ability to lead and inspire colleagues to improve standards of practice</li> </ul>	<ul style="list-style-type: none"> <li>Ability to react and respond to the ever-changing needs of individual students.</li> <li>Ability to think and plan strategically to deliver on improvement priorities</li> </ul>

Criteria	Essential	Desirable
Experience	<ul style="list-style-type: none"> <li>Experience of delivering high quality SEN provision, through teaching and/or intervention</li> <li>Experience and understanding of processes to raise standards and promote progress for pupils with SEN/D</li> <li>Experience of liaison with other schools and appropriate agencies</li> <li>Thorough knowledge and understanding of legal and statutory frameworks for SEN/D pupils</li> <li>Thorough knowledge and understanding of good practice in policy and practice for SEN/D</li> </ul>	<ul style="list-style-type: none"> <li>Experience of team leadership role within performance management</li> <li>Experience of both primary and secondary phases of education</li> </ul>

Criteria	Essential	Desirable
Leadership & Management	<ul style="list-style-type: none"> <li>Ability to communicate a clear vision for improving standards</li> <li>Evidence of potential for strong leadership of SEN provision</li> <li>Evidence of delivering CPD</li> <li>Evidence of working with outside agencies to manage and affect significant change to raise standards of achievement</li> <li>Proven ability to lead, build and work within teams effectively</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of good leadership and management skills that value people throughout the school community</li> <li>Evidence of strategic leadership of school improvement priorities</li> </ul>

# Person Specification

Criteria	Essential	Desirable
Teaching & Learning	<ul style="list-style-type: none"> <li>Evidence of a creative, inclusive and innovative approach to teaching and learning</li> <li>Ability to identify constituents of effective teaching and planning</li> <li>Evidence of tracking and monitoring pupils' achievements and responding as necessary.</li> <li>Evidence of investigating and identifying individual needs</li> <li>Evidence of investigating and identifying individual needs through diagnostic/baseline testing and specialist reports.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of leading the development of an aspect of curriculum</li> <li>Evidence of understanding and practice in the use of data to drive up standards of pupil achievement</li> <li>Experience of knowledge of teaching students with English as and Additional Language</li> <li>A good understanding of monitoring, evaluation and coaching in building improved practice</li> </ul>

Criteria	Essential	Desirable
Philosophy	<ul style="list-style-type: none"> <li>Commitment to high standards and continuing improvement for ALL pupils</li> <li>An understanding and commitment to equality and inclusion principles and practice</li> <li>Awareness and understanding of transition issues</li> <li>High expectation of pupil attainment, personal development and conduct</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the key role of a community school in the locality</li> </ul>

Criteria	Essential	Desirable
Community	<ul style="list-style-type: none"> <li>Ability to work with and gain the support of external agencies</li> <li>Commitment to working in partnership with governors</li> </ul>	<ul style="list-style-type: none"> <li>Experience of positive links and relationships with all stakeholders.</li> <li>Evidence of affecting change through work with stake holders</li> </ul>

**Need more advice?**

Please see our website  
(Central Region Schools Trust  
- Founded by the RSA)

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**Central Region  
Schools Trust**

Founded by the RSA

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**[centralregionschoolstrust.co.uk](http://centralregionschoolstrust.co.uk)**